DOCUMENT RESUME

ED 225 689 PS 013 355

AUTHOR Stickney, Fred
TITLE Latch Key Cares for Kids: A Guide for a Successful Child Delelopment Program.
PUB DATE 81
NOTE 100p.
AVAILABLE FROM Fred Stickney, 1318 Rimer Drive, Moraga, CA 94556 (Paper, $9.95; quantity price, $7.95).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *After School Day Care; *Educational Facilities; *Enrollment; Guidelines; *Parent Participation; Program Administration; *Program Development; *Staff Development
IDENTIFIERS *Latchkey Children

ABSTRACT

Intended for those interested in starting a latchkey child care program for school-age children, this manual provides information on how to start, operate, and maintain such a project. Specifically discussed are enrollment procedures, facilities and space requirements, staff training and development, program objectives and content, parent participation, and program budget and evaluation. A list of reading materials relevant to latchkey child care programs and other related child care issues is also provided. (MP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED225689

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

LATCH KEY

PS 013355

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Fred Stickney

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by Fred Stickney

A Guide for a Successful Child Development Program

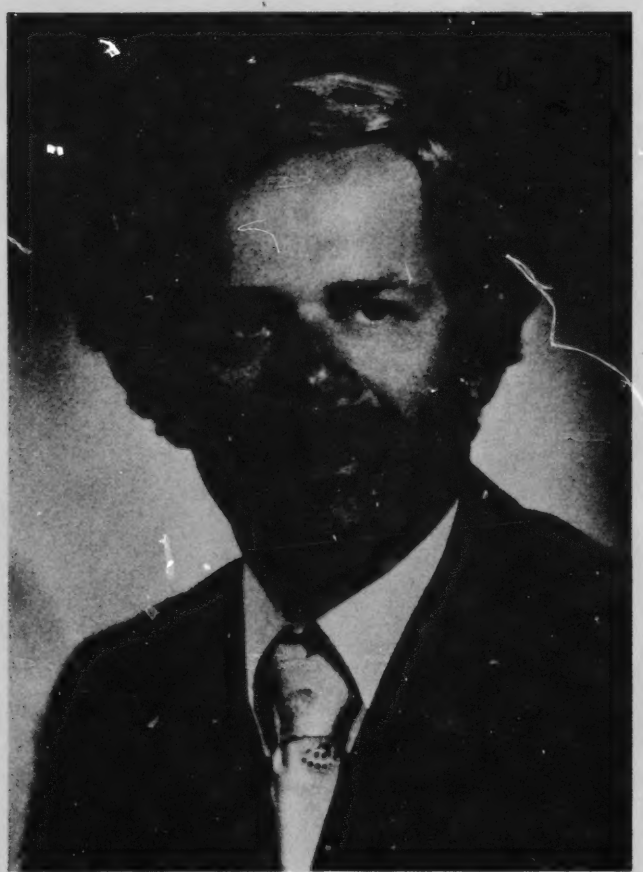
ABOUT THE AUTHOR

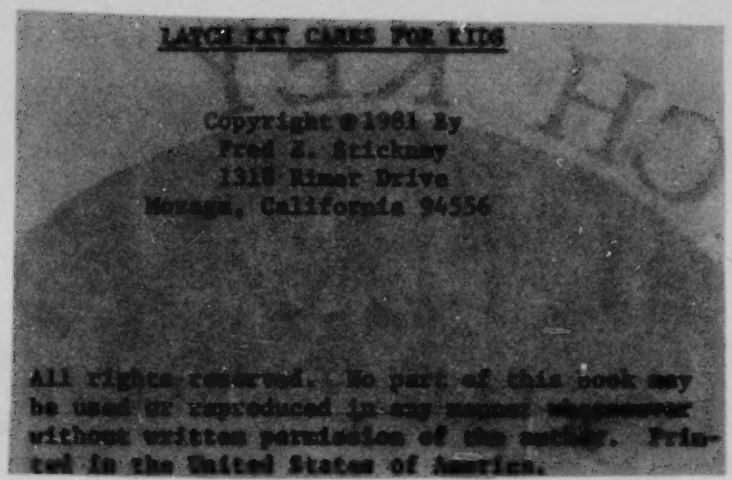
Fred Stickney is well known for beginning the Latch Key Youth Development Program concept in the late 1960's. The Latch Key Program originated in Portland, Oregon and has grown throughout the world. Stickney is the author of "Where Do The Children Play," a manual for Latch Key Child Development. He is a co-author of the book "Ghana Planning Assistance - Vocational Rehabilitation."

Stickney has lectured in Hong Kong, Taiwan, The Philippines, Japan, Korea, Australia and New Zealand. He recently did a research project in Ghana at the request of the Sister Cities International Program. He is the author of numerous articles in journals and perodicals.

He is currently the President of the YMCA of Alameda County, Oakland, California, where there is a large Latch Key Child Development Program.

This book was written to meet the many needs of Day Care Directors, workers, parents and agencies around the world.





Copyright ©1981 By
Fred Z. Stickney
1318 Rimar Drive
Moraga, California 94556

All rights reserved. No part of this book may be used or reproduced in any manner whatsoever without written permission of the author. Printed in the United States of America.

ACKNOWLEDGEMENTS

The author acknowledges the outstanding work of Joseph Bute, Jr., Vice President, Oakland YMCA, Charles Rouse, Vice President, Oakland YMCA, Helaine Rubinstein, Director YMCA Youth Development Project, YMCA of Alameda County, and Equoya Thomas, Latch Key Director, Oakland YMCA for their contributions toward the development of this book. They have spent many hours dedicated to the children and their families who are involved in Latch Key Child Development Programs.

Photographs were taken by Sally A. Stickney.

Cover design and graphic arts were by Dale E. Stickney.

My deepest appreciation to Beverly A. Pierce who spent many hours typing, editing and proofreading this book and to Donna Matthews who did the final proofreading.

Fred E. Stickney
1318 Rimer Drive
Moraga, California 94556

LATCH KEY TABLE OF CONTENTS

ACKNOWLEDGEMENTS

CHAPTER I. INTRODUCTION
- Why A Latch Key Child Development Program 1
- What Is Latch Key Child Development? 2
- How To Begin A Latch Key Child Development Program 6

CHAPTER II. ENROLLMENT
- Enrollment Procedures 7
- Application For Enrollment 10
- Latch Key Payment Contract 11
- Health Form 12
- How Many Children Should Be Enrolled? 13

CHAPTER III. FACILITIES, SPACE AND RULES
- Facilities 14
- Space Utilization 16
- Center Rules 18

CHAPTER IV. THE STAFF
- Staff Members 20
- Job Descriptions 21
- Performance Standards 27
- The Volunteer 29
- Staff Training 30

CHAPTER V. THE PROGRAM
- The Program Goals 34
- Programming For Different Age Groups 35
- Daily Scheduling of Program Activities 36
- Food Service 38
- Development Of Basic Cooking Skills 41
- First Aid And Safety 43
- Transportation 45
- Program Suggestions 46
- Physical Education 47
- Principles of Selecting Games 48
- The Teaching of Games 49
- Arts and Crafts 51
- Other Programs 55
- Field Trips 57

CHAPTER VI. THE PARENTS
- Working with Parents 59
- The Concept of Family Counseling 61
- Latch Key Parent Councils 63

Table of Contents Cont.

CHAPTER VII.	ADMINISTRATION	
	Budget	64
	Program Evaluation	71
	Evaluation Check List	75
	Marketing and Public Relations	78
CHAPTER VIII.	RESOURCES	
	Bibliography	81

INTRODUCTION

Chapter I

WHY A LATCH KEY CHILD DEVELOPMENT PROGRAM

Throughout the United States today is an increasing need for child care programs of all types. There is a growing number of single parents who must be employed away from home. There is an increasing number of women who are choosing to work for economic reasons. The extended family is usually unavailable to care for children as in the past. A large number of children are raised in situations which do not provide the conditions necessary for sound physical, educational, emotional and social growth; parents are not at home to provide meaningful child care because of health problems, subsistence-level income and other problems.

The response to these needs has taken many different forms. There are pre-schools, Head Start Centers, play groups, child development centers and school age programs sometimes known as Latch Key. The children who had no one home to meet them after school and who wore the key to the door latch around their necks (to let themselves in) were known as "latch key kids." There are programs that are funded by universities, governmental bodies, private industries, philanthropic organizations and many that are run as profit-making businesses.

The reasons for operating child care programs are as diverse as the programs themselves. Some are purely custodial. They keep children off the streets. Some are educationally oriented to prepare children for school while others supplement school experiences. Many are nothing more than babysitting services so that parents can work. Still others are remedial, serving children who are unable to function in more normal environments such as home or school. And others are true "child development" programs as outlined in this manual.

Child care in the United States has been in existence since the time of the Civil War. Especially during the wars, when it was necessary for women to replace men in the fields and the factories, child care centers flourished. Yet literature directly concerning child care, especially for school-age children, is relatively scarce.

This manual on Latch Key Child Development is intended for those people who are seriously interested in starting a child care program for school-age children.[1] It features more advanced methodology, programs, and features necessary forms, applications and job descriptions for staff.

1 Fred E. Stickney, Where Do The Children Play? (Portland, Oregon, 1976), P. 1.

WHAT IS A LATCH KEY CHILD DEVELOPMENT ?

Latch Key Child Development is a place and program for children to go and participate during the hours before and after school when there may be no adult supervision in the home. Latch Key Child Development provides children with an opportunity to engage in activities which benefit them emotionally, physically and educationally. The program may include arts and crafts, cooking, tutoring, drama, music, field trips, and physical education classes. The program is conducted and planned by staff trained to meet the needs of children and to provide positive adult models. The program is flexible enough to accomodate children from different age groups and at the same time fulfill the special needs of individuals.

Latch Key Child Development offers additional services such as nutritious food, behaviorial change programs, medical and dental referrals and family counseling. The total program is geared to supplementing and supporting the children's experiences at home and at school. Latch Key is not babysitting, it is quality development child care.2

WHAT ARE THE GOALS OF LATCH KEY CHILD DEVELOPMENT?

GOALS:

1. To provide comprehensive supervised child care that will have an in-depth impact on the total situations of children and families by allowing for:

   A. Parent's employment.

   B. The economic stability of the family.

   C. A positive experience for children in terms of care, education and self-development.

2. To create an environment that fosters opportunities for the development of the child in the areas of:

   A. Health and nutrition.

   B. Physical Education.

   C. Skills development.

   D. Interpersonal relationships.

   E. Self-awareness and confidence.

   F. Self-sufficiency.

   G. Academic skills.

2 Ibid., P. 2.

(Goals continued)

3. To support and strengthen the family unit by:

   A. Improving the family's economic status by allowing for employment or training.

   B. Providing opportunities for parents to participate in constructive activities with their children.

   C. Providing family counseling services.

   D. Acting as a family advocate and support by providing information and referrals concerning other family needs.

   E. Providing opportunities for parent growth in such areas as child behavior and program involvement.

   F. Allowing the parents to have a feeling of confidence that their children are well cared for.

4. To carry out research and evaluating regarding child care in order to:

   A. Continually upgrade the services provided.

   B. Take a leadership role in family and child advocacy.

   C. Provide for systematic evaluation of all above stated goals and objectives.3

PROGRAM OBJECTIVES

To provide a program of creative, appealing learning experiences and supervised activities in which children will voluntarily participate and which provide more opportunity for children's development and education.

To provide a comprehensive program of medical and dental services for children in order to:

- Identify and alleviate existing medical and dental problems.

- Promote future health through introducing preventive measures, education and linking the child and his family to health services that can be responsible for future on-going health care.

To provide a comprehensive program of mental health and family social services for children in order to:

- Identify and alleviate children's personal and family social/emotional problems.

3 Ibid., P. 3.

(Objectives continued)

- Promote more effective on-going family functioning and improve the future quality of Latch Key family's lives by linking children and their families to resources that can continue to provide needed social services in the future.

To increase children's options for their use of leisure (non-school) daytime hours by providing attractive and constructive activities, thereby encouraging children's learning how to replace potentially destructive leisure time activities with constructive alternatives.

EXPECTED OUTCOMES:

CHILDREN PARTICIPATING IN THE YMCA LATCH KEY PROGRAM WILL DEMONSTRATE:

- Improved physical fitness.
- Increased skills in specific activities, e.g., home economics, musical instruments, photography.
- Fewer incidents of socially unacceptable behaviors, such as deliberately disrupting other people's activities, profuse swearing, non-sharing of "community" Latch Key materials, physically-expressed hostility.
- More appropriate use of time during Latch Key hours, e.g., usually completing activities instead of leaving them before finishing, experimenting with more than one kind of activity, increasing concentration and attention-span, self-initiating activities, becoming involved in activities instead of usually being uninvolved.
- Increased self-awareness and/or independence and self control.
- Improved attitudes toward themselves.
- Pleasure at being in Latch Key and liking for the staff and program.
- Improved relationships with adults and/or other children.
- Improved medical, dental and mental health and alleviation of special health or social/emotional problems.
- Improved academic skills, e.g., reading, mathematics.

PARENTS OF PARTICIPATING LATCH KEY CHILDREN WILL BENEFIT BY:

- Freedom to seek job training or employment.
- Opportunities to participate in constructive activities with their children (e.g., helping at the center, or doing activities at home with children that were originally learned at Latch Key).

(Expected Outcome continued)

- A feeling of confidence that their children are well-provided for and accounted for and a resulting freedom from worry during Latch Key hours.

- Opportunities to share different ideas about child-rearing and different ways to increase their effectiveness as parents.

- Encouragement and support for their own efforts to improve the functioning of their family and the quality of their family life.

HOW TO BEGIN A LATCH KEY CHILD DEVELOPMENT PROGRAM

Before starting a Latch Key Child Development program, a great deal of brainstorming, planning and research are necessary. Listed below are some requirements which must be considered in order to ensure the success of any program. They must include:

1. A marketing survey of the community and/or communities to be served by the Latch Key Child Development Program.

2. A specific statement of goals and objectives.

3. The approval of the agency Board of Directors and administration to begin the program.

4. A realistic estimate of the costs involved in supporting a program which will meet the needs of children and their families.

5. Familiarity with local, state and federal regulations governing day care in a specific region.

6. A process for hiring staff and a clearly defined personnel policy.

7. A responsible administrative staff to manage and supervise personnel and budgets as well as be involved in community and political activities.

8. A competent staff, preferably comprised of people with backgrounds in psychology, social work, health care and education.

9. A plan for the delivery of social services and a working knowledge of the agencies in the community which can provide services beyond the capabilities of the program.

10. A facility which has adequate space to provide areas for classroom-type activities as well as areas for physical education. An outdoor playground and a cooking facility are also desirable. Ample and efficient storage space is a necessity.

11. A Parent's Advisory Board which will meet regularly with staff.4

4 Ibid., P. 5.

ENROLLMENT

Chapter II

ENROLLMENT PROCEDURES

All Latch Key Child Development Programs will have differing enrollment procedures based upon their location (in school, YMCA or other building), size of program, neighborhood characteristics and funding source requirements. Generally, however, the following information should be collected:

- Child's name.
- Parent's or Guardian's name.
- Family address, telephone number.
- Parent's work address, telephone number.
- People to be contacted in case of emergency.
- Date of enrollment.

BLOCK PLAN

This schedule is based on three time blocks: morning, kindergarten and afternoon. If the client uses any time within a block, they pay for the entire block.

The following is additional information pertaining to the below fee structure:

- Fees are payable in advance, bi-monthly or monthly.
- Payment is to be by check or money order.
- There will be a $5 service charge on all returned checks.
- Vacation and holiday programs are flat fees of $7.00 per day or $35.00 per week paid in advance.

BLOCK I	BLOCK II	BLOCK III
8 - 10 AM	12 - 3 PM	2 - 6 PM
$2.00	$3.00	$3.00

TUITION

A. It is a policy that tuition is paid in advance.

1) Upon registration, the first bi-monthly installment.
   a) If a $10.00 fee has been paid, the balance is due on the first day of school or before.

(Tuition continued)

2) Monthly payments are due no later than the first of each month.

3) Bi-monthly payments (one half of monthly payments) are due no later than the 1st day of each month and the 15th day of each month.

4) If the 1st or the 15th of each month falls on a weekend or a holiday, the payment is due and must be paid the next day Latch Key is in session.

B. Penalties for late payments or returned checks.

1) For the first late payment or returned check, there is an automatic $5.00 penalty payable immediately.

2) For a second late payment or returned check, the child is subject to immediate dismissal from the Latch Key Program.

3) It is a policy that all parents must sign a tuition contract agreement.

4) It is a policy that a parent must pay for an entire block of time. (Sometimes all three blocks are necessary).

C. Registration

1) It is a policy to register each child. Registration information is treated in a confidential manner.

2) It is recommended in program publicity that a specific time, date and location should be stated for registration.

3) Telephone registrations are not acceptable.

4) If there are children that cannot be accommodated, a waiting list will be established.

D. Withdrawals

1) It is a policy that a notice of one month is required to terminate enrollment.

a) When a withdrawal is made after the first of the month, parents are still obligated for tuition payments until the 15th of the month.

2) If the forementioned occurs after the bi-monthly payment on the 15th, the same policy is implemented.

3) There are no refunds for absences, sickness, mishaps and the holidays not observed by Latch Key.

4) For vacations scheduled two weeks in advance, Latch Key will institute a 50% retainer fee (to assure your spot).

E. Pick-up of children

1) For each pick-up later than scheduled before 6:00 P.M., there is a late fee of $1.25 per child, per hour, or a portion of an hour (this is after the 12-3 block).

2) The first time that a child is picked up after 6:00 P.M. there will be a penalty of $5.00 for each 15 minutes after 6:00 P.M. until 7:00 P.M.

3) If a child is ever picked up after 7:00 P.M., or if a child is picked up after 6:00 P.M. for a second time, the child is subject to immediate dismissal from Latch Key.

F. Health

1) The proper health forms will be provided. Please return them upon registration. If your child is ill, please keep him/her at home and notify the staff that he/she is not coming. No medication will be allowed in the school.

G. Releases

1) No child will be released to anyone whose name does not appear on your application without your specific instructions. Please send a note if your child will be picked up by someone who is not on the application. Please fill out a walk home form if your child will be walking home or catching the bus.

APPLICATION FOR ENROLLMENT
LATCH KEY PROGRAM

SITE_____

SCHOOL YEAR_____

NAME OF CHILD_____ DATE OF BIRTH_____

ADDRESS_____ TELEPHONE #_____

_____

NAME OF PARENTS OR GUARDIANS (MOTHER)_____

(FATHER)_____

PARENTS EMPLOYMENT (MOTHER)_____

(FATHER)_____

RECOMMENDED BY_____

A registration fee of $10.00 must accompany this application. This $10.00 payment will be deducted from your first monthly fee. Please note that the $10.00 payment is non-refundable.

PAID_____

SIGNED_____
(PARENTS SIGNATURE)

DATE_____

TUITION SCHEDULE	AMOUNT PER MONTH	CHECK APPROPRIATE
Morning 7-10 A.M.	_____	_____
Kindergarten 12-3 P.M.	_____	_____
Afternoon 2-6 P.M.	_____	_____

FOR LATCH KEY USE ONLY:

APPROVED_____ DATE_____

LATCH KEY PAYMENT CONTRACT

I hereby agree to pay the YMCA the following charges for my child(ren's) participation in the "Latch Key" Program starting (date)_____.

CHILD'S NAME	COST MONTHLY/BI-MONTHLY
_____	_____
_____	_____
_____	_____
_____	_____
TOTAL MONTHLY/BI-MONTHLY COST	_____

_____ _____

(PARENTS SIGNATURE) (DATE)

HEALTH FORM

_____, whose date of birth is_____, has been enrolled in our program. Latch Key is a before and after school Child Development Program. We operate on the school sites from 7:00 A.M. - 6:00 P.M., under the supervision of a professional teacher and an assistant. The daily program involves both vigorous and quiet indoor and outdoor play, including the use of climbing equipment. A mid-morning and mid-afternoon snack is served, usually fruit juice and crackers.

Please answer the following questions:

Does the child have any physical condition that we should be aware of?

_____

_____

Does this child require special attention, medication, or routines that may have to be taken into consideration for this time at school?

_____

_____

_____

In your opinion, is this child physically and emotionally able to participate in an extended day program like the one described above?

_____

Has this child received any of the immunizations listed below? When?

Diptheria_____Pertussis_____Tetanus_____

Rubella_____Rubeola_____Smallpox_____

Polio I_____Polio 2_____Polio 3_____

Other (Specify)_____

Date of last tuberculin test_____Results_____

Date of most recent physical examination_____

Physicians Signature_____Date_____

HOW MANY CHILDREN SHOULD BE ENROLLED?

The minimum or maximum enrollment for a Latch Key Child Development Program has not been established. Some programs serve twenty children, others serve up to one hundred. There are several factors involved in deciding how many children the program can accommodate.

First, it is necessary to research the community to determine the need for Latch Key Child Development care. Community organizations, neighborhood associations, elementary school principals and teachers are valuable sources of information. Census data, available from libraries or regional planning bodies, will give an idea of how many children live in the community. In some cases it may be essential to canvass neighborhoods, speak to local groups or advertise through the media in order to determine how many children will benefit from the program. Local day care councils and other social service community agencies should be consulted.

The next step is to consider the available funds and the funding source. Programs will vary, but generally there is a minimum enrollment figure that must be maintained in order to cover the costs of opening the program and keeping it in operation. Usually this figure is around thirty children. Larger programs will find it possible to save money by purchasing program supplies and other items in bulk and spreading administrative costs over several centers. As enrollment increases, additional staff must be hired and other costs will increase proportionately.

After evaluating the available funds, it is necessary to look at the size and type of facilities. A room the size of an elementary school classroom can normally accommodate around thirty children, but because a Latch Key Child Development program usually differs in structure and content from that of most schools, other space is needed. It is feasible to have a larger enrollment if there are at least two separate spaces for activities, plus an area for physical education. Consideration must also be given to accessible transportation for field trips and movement of children to and from the centers, kitchen, storage and bathroom facilities.

The goals and objectives of a program are factors in determining size of enrollment. A purely recreational program will generally be larger than a child development-oriented program because it will cost less per child. It will need less highly specialized equipment and materials, fewer highly skilled staff and will offer less service to parents. In most cases, a child development program must be smaller because it requires the staff to give the child more individual attention.5

5 Ibid., P. 9.

FACILITIES, SPACE, RULES

Chapter III

FACILITIES

A Latch Key Child Development facility may be a public school, public or private facility or a YMCA branch building. The facility should meet federal and state requirements; federal standards are usually somewhat higher than state standards. Even though a facility has a State Certificate, payment cannot be made from federal funds unless the facility meets requirements for a Certificate of Federal compliance. Federal requirements for a Latch Key Child Development program include the following:

Each facility must provide space and equipment for free play, rest, privacy, and a range of indoor and outdoor program activities suited to the children's ages and the size of the group.

General safety, sanitation and health requirements (these requirements may vary from state to state).

The facility and grounds must meet the requirements of the appropriate safety and sanitation authorities.

Floors and walls must be easily cleaned and maintained and be non-hazardous to the children's clothing and health.

Ventilation, lighting and temperature must be adequate for each child's safety, health and comfort.

There must be safe and comfortable arrangements for rest and quiet times.

There must be space for isolation of the child who becomes ill, to provide him with rest and quiet and reduce the risk of infection or contagion to others.

There must be adequate toilet facilities for the size of the group (1 toilet per 15 children). There shall be a separate adult facility if over 25 children are enrolled.

Kitchen facilities for storage, preparation and service of food shall be separate from other areas.6

The facility should be convenient to the home or work site of the parent to minimize travel time to give the parents opportunity to participate in the program.

Beyond the federal requirements, state requirements usually include the following:

Room temperature of at least 68 degrees Fahrenheit shall be maintained.

Indoor play area shall allow a minimum of 35 usable square feet for each child.

6, Caldwell, Bettye M. and J.B. Richmond. Standards For Day Care Services, New York: Child Welfare League of America.

(Facilities continued)

In public schools, space is sometimes shared with teachers. Good relationships must be maintained with the teachers and the custodial crew concerning clean up, use of materials, equipment and time schedules.

Facility costs are usually determined by utility cost, maintenance and janitorial costs and are usually based on a square foot formula. In a YMCA or other private facility, such as a church building or storefront, rental and insurance costs may be required.7

7 Fred E. Stickney, Where Do The Children Play? P. 16.

SPACE UTILIZATION

Needed:

- A large room.
- Outside play facilities.
- Gym or covered play area.
- Lots of storage space, preferably built-in.
- Desks, tables, chairs, rugs, bookcases.

Nice to have:

- Running water in room.
- Home-ec, shop and storage facilities.
- Screens to section off areas.

Ideally the room should be large enough to be comfortable sectioned off into interest areas: for example, a music area, an art area, and a science area. Each area should have sufficient storage space to contain the materials needed for exploration of the topic. Materials for children to use should be clearly displayed; clean-up is easier when children know where everything belongs.

There should also be clearly marked active areas and quiet areas, if both type of activities have to be in the same room. Areas set up for ping pong or other active indoor games should be set apart from areas designed for quiet activities, such as table games, reading, cards, etc.

There should be private spaces, where only one or two children can be at a time. Children and other living things need a balance of activity and privacy, and the center environment should provide spaces for some quiet and alone time.

All these types of spaces can be sectioned off by the use of screens, or by the arrangement of tables and bookcases. Rugs and pillows in the quiet areas give a feeling of warmth and comfort and can add to a home-like atmosphere.

A large open-space area is necessary for expansive free play activities or organized physical education classes. If this area is outside, any permanent equipment such as swings, parallel bars, and sandboxes should be located in one section so that there is room for organized games which require vigorous movement. A well-equipped gym is the ideal indoor facility, but a large, unfurnished room will provide space for some types of physical activity.

In addition to the storage in interest areas, there should be general storage space, again, preferably built-in. Here large items, large quantities of materials and miscellaneous materials can be stored. Also, if snacks are served in the room, there should be an area in which the snacks can be stored until used.

(Space Utilization continued)

It is essential that there be a staff-only area, with phone, desk, chair, filing cabinet(s) and wall or other area on which to post notices and messages for immediate attention. This area can also be blocked off from the rest of the room by screens, or by arrangement of desk and filing cabinet. A private staff space facilitates, (1) talking to parents and visitors, and making phone calls, (2) unobtrusive observation of staff and children for evaluation, (3) non-child area in which staff can take breaks as necessary.8

8 Ibid, PP. 18 & 19.

CENTER RULES

The following set of rules have been established for staff members to use when dealing with children:

1. There will be no fighting (including hitting, biting, kicking, spitting, etc.) The nearest staff person should break up the fight. The children will take a time out away from the group, and then the staff member will discuss the problem with the children involved.

2. Child accountability:

   a. All children must be in view of staff at all times.

   b. If a child must leave a designated group, permission must be given by staff.

   c. Staff must know which children are their responsibility at all times.

   d. If a child leaves the Center early, the Director or Assistant or other designated staff must have Parent Approval.

3. Swearing should be discouraged.

4. One child at a time from each group may go to the bathroom or to get a drink of water.

5. Vehicle behavior:

   a. A staff member takes roll call before the vehicle leaves and before returning.

   b. The children must be seated, with seat belt buckled under the driver's or other staff member's supervision.

   c. The children must talk in quiet tones only.

   d. Children must keep all parts of their bodies inside the vehicle.

   e. No eating or drinking is allowed in a vehicle.

   f. The vehicles must be clean and swept out before returning. Each month the vehicles should be thoroughly cleaned, inside and out, or the children will lose all vehicle priviledges for one month.

   g. Everyone must stay away from vehicle until staff gives permission to get in.

9 Ibid, PP. 12 & 13.

6. Staff members and children shall enforce and support all building rules, which may vary from facility to facility. For example, there is no climbing on window ledges, bannisters, or furniture, no writing on the walls, and no running or screaming in the halls.

7. Snacks:

   a. All food should be eaten in the center, sitting down quietly at tables.

   b. Staff may decide to eat snacks outside with a group.

   c. Hands must be washed before eating snacks.

   d. Discourage waste and throwing of food.

8. Clean-up:

   a. All food, garbage and activity messes must be cleaned-up by the children before going on to another activity.

   b. The room must be cleaned in afternoon before children leave for home.

   c. The room must be cleaned in morning before children leave for school.

   d. Rooms and facilities that are shared by other school personnel must have first priority for clean-up.

9. Program equipment, such as balls and games, are on a check-out system. Staff members supervise the use of all equipment.

10. Personnel Rules:

    a. There will be no spanking or hitting children.

    b. Staff will never deprive children of snacks as a punishment measure.

    c. Use the center log to record all staff comments, child behaviors, parent, school and faculty contact.

    d. Check with your Director or Assistant if there are any questions.

THE STAFF

Chapter IV

STAFF MEMBERS

Of all the factors involved in managing a good program, the staff is one of the most important. Whether they are administrators or child care workers, the quality of the program will depend upon their actions. It is important to find people who are highly qualified to work with children and parents.

The number of people employed will depend on the program's budget, state and federal regulations, the number of children enrolled, the facilities and the goals of the program. Generally, the staff will include a director, or an assistant director, a secretary and the child care workers. In some cases a custodial staff will also be necessary. In addition to the regular staff, some programs will utilize volunteer and professional consultants, such as nurses, doctors, nutritionists, social workers, psychologists, etc.10

The proposed standards of school age children in day care centers are, for the ages 6-10, a 15-1 child to adult ratio, and, for the 10-14 ages, a 20-1 ratio.11

The use of job descriptions and performance standards are important in the proper supervision of staff members. Job descriptions and performance standards are a measurement and make for good accountability. On the following pages are some sample job descriptions.

10 Ibid, P. 59.

11 Author John D. Twiname, William Allen Moore and Paul E. Mott, Using Title XX to Serve Children and Youth, prepared by Mott-McDonald Associates, Inc.

JOB DESCRIPTION

TITLE Latch Key Site Director

SUPERVISOR: Latch Key Director

The person selected for this position will be responsible for the overall management and supervision of a site of fifty (50) to eighty (80) children between the ages of (5) and twelve (12).

QUALIFICATIONS:

A. The person selected for this position must be professionally prepared as a teacher of young children, especially in the field of early childhood education or development. Other acceptable related fields are recreation, social work, program administration, psychology, and sociology. This person must be a sensitive and mature individual who is able to relate well to both children and adults. This person must have the personality and ability to provide leadership and stability for program continuity.

RESPONSIBILITIES:

Responsibilities will include, but will not be limited to, the following:

A. Program Administration

- Planning, supervising and implementing the program in accordance with the policies and philosophy of the Latch Key Program.
- Maintain daily schedules and children programs.
- Supervise all site staff and provide a written work performance evaluation on each staff member 3 times a year.
- Secure parent representatives for the local Parent Advisory Committee and support it's function by attending scheduled meetings.
- Form a parent committee group at site and call meetings regularly.
- Work closely with school personnel in coordination of the site.
- Keep accurate documentation of attendance, absentees, excessive lateness of staff at your site.

- Establish emergency procedures which are appropriate to the individual site and consistent with standard procedures provided by emergency service authorities to insure the safety of the children.

- Responsible for collecting and receipting program fees and keeping fees up to date [illegible] monthly or monthly.

- Maintain minimum average and up-to-date records on all children enrolled.

- Coordinate Latch Key schedule with school schedule and calendar, including minimum days, holidays, etc., and promoting and participating in our full day Latch Key Programs.

- Handle petty cash.

- Be responsible for the ordered arrangement, appearance, decor and learning environment of the site.

B. Program Content

Responsible for all programming at the site including:

- Plan and coordinate activities that fit the needs and interests of all children.

- Incorporate Parent Advisory Committee's recommendations when designing and implementing program.

- Supervise and participate in site activities.

- Operate a quality child development program by providing a variety of developmental activities to enhance the growth of all Latch Key children.

- Provide needed direction and guidance to staff and program.

- Work with all site staff to produce a monthly calendar of activities to be turned in one week prior to the first of each month, along with a list of supplies needed.

- Preserve quality condition of all supplies, equipment and materials.

- Conduct weekly staff meetings to include all site staff.

- Promote Latch Key Program.

C. Latch Key Philosophy/Professional Attitude

Demonstrate professionalism by:

- Develop a philosophy with staff that is consistent with overall goals and objectives of the Latch Key Program.
- Exemplify all necessary leadership qualities in problem solving and acceptance of responsibilities.
- Demonstrate skill and knowledge of child care management and staff supervision.
- Communicate and relate to staff, parents, and supervisors in professional manner and attitude.
- Facilitate good parent-staff, school-staff, staff-staff, and children-staff relationships.
- Participate in Latch Key training and staff meetings as required by supervisor.
- Carry out established program policies.

JOB DESCRIPTION

TITLE: Latch Key Assistant Director

SUPERVISOR: Latch Key Site Director

SALARY RANGE:

DEFINITION:

Under supervision of the Latch Key Site Director, to assist in conducting educational and recreational activities for children between the ages of five (5) and twelve (12).

QUALIFICATIONS:

The person selected for this position should be professionally prepared as a leader of young children, especially in the field of early childhood education or development. Other acceptable related fields are recreation, social work, program administration, psychology and sociology. This person must be sensitive and mature individual who is able to relate well to both children and adults.

RESPONSIBILITIES:

A. Program Administration

- Planning, supervising and implementing the program in accordance with the policies and philosophy of the Latch Key Program.
- Responsible for the overall management of the program when the Site Director is out.
- Carry out established emergency procedures which are appropriate to the individual site and consistent with standard procedures provided by emergency service authorities to insure the safety of the children.
- Work closely with school personnel in coordination of the Site.
- Being responsible for the ordered arrangement, appearance, decor and learning environment of the Site.

B. Program Content

- Plan and coordinate activities that fit the needs and interest of all children.
- Treat each child with dignity and respect.

- Assist with all site staff to produce a monthly calendar of activities to be turned in one week prior to the first of each month, along with a list of supplies needed.

C. Special Requirements

- Continuation of employment is dependent upon level of student enrollment and attendance.

D. Latch Key Philosophy/Professional Attitude

Demonstrate professionalism by:

- Develop a philosophy with staff that is consistent with overall goals and objectives of the Latch Key Program.
- Communicate and relate to staff, parents and supervisors in professional manner and attitudes.
- Facilitate good parent-staff, school-staff, staff-staff and children-staff relationships.
- Participate in Latch Key training and staff meetings as required by supervisor.
- Carry out established program policies.
- Exemplify all necessary leadership qualities in problem solving and acceptance of responsibilities.

JOB DESCRIPTION

TITLE: Latch Key Recreation Leader - Part Time

SUPERVISOR: Latch Key Site Director

The person selected for this position will be responsible for assisting the Site Director in general supervision and management of a Site for children between the ages of five (5) and twelve (12).

QUALIFICATIONS:

The person selected for this position must be at least 18 years of age, in the process of becoming professionally prepared to be a leader of young children. This person must have a warm and friendly personality, be sensitive to the feelings and needs of others, be able to relate well to children, and be willing to fulfill his/her responsibilities in accordance with the Latch Key philosophy.

RESPONSIBILITIES:

Responsibilities will include, but not be limited to, the following:

- Assisting in planning and implementing the daily program under the direction of the Site Director.
- Assisting in planning and preparing the creative learning environment, setting up interest centers, and preparing needed material and supplies.
- Helping with the general housekeeping tasks.
- Supervising the play space when the Site Director is out of the room.
- Assisting the Site Director in any other appropriate ways.
- Maintaining professional attitudes and loyalty to the Site at all times.
- Treating all children with dignity and respect.
- Attend all staff meetings and recommend training programs and conferences.

SKILLS NEEDED:

- Knowledge of Arts and Crafts.
- Knowledge of non-competitive games and sports.
- Knowledge of Physical Fitness.
- Knowledge of Camping Experiences.

PERFORMANCE STANDARDS

A standard of performance is defined as a statement of conditions that exist when a job is well done. A performance standard clearly defines the results expected. Performance standards enable the supervisor and supervisee to measure performance by the same yardstick. Performance standards then represent criteria against which results are measured.

The first step in developing performance standards is for the supervisee to discuss each of his job segments (major duties or principal activities) with his supervisor to be sure that they both clearly understand the meaning and implication of each segment. Then, after the meaning of each job segment has been mutually agreed upon, the supervisee should develop one or more standards of performance for each job segment in his job description.

Next, the supervisor and supervisee meet for the purpose of reaching agreement on the performance standards developed by the supervisee. The supervisor is responsible for conducting this important and crucial interview. The supervisee should submit his written performance standards to the supervisor at least one week before the interview. The supervisor is then obligated to have carefully reviewed the standards, making notes on whatever revisions he thinks are needed. During the interview, the supervisor and the supervisee review each job segment and its related performance standards, discussing in detail the points where they have differences of opinion. Before the interview is completed, the supervisor and supervisee should reach agreement on the standards of performance for each job segment and set a date for their next meeting hereafter referred to as Work Planning and Review Discussion). At the conclusion of this interview, the supervisee should have a clear understanding of what his assignments and priorities are for the following period and how results will be measured. This understanding will enable the supervisee to appraise his own effectiveness: that is, it will stimulate self-appraisal.12

SCHEDULE WORK PLANNING AND REVIEW DISCUSSIONS

These discussions are check points which have been established by the supervisor and supervisee for the purpose of evaluating progress on performance standards. Work Planning and Review Discussions are designed to replace the annual performance appraisal interview and are quite different in that

> "The emphasis is on mutual goal planning and problem solving.
> There are no purely subjective judgments or ratings made.
> There are more frequent discussions of performance.
> Salary action discussions are held separately." 13

12 Performance Appraisal, New York: National Council of YMCA. P. 6.

13 H.H. Meyer, E. Kay and J.R.P. French, Jr., "Spirit Roles in Performance Appraisal," Harvard Business Review, January-February 1965.

These sessions are held more frequently than the annual appraisal interview. Frequency of meeting depends upon both the needs of the supervisor and supervisee. However, it is important that both supervisor and supervisee clearly understand how frequently the sessions will be held. The W.P. & R. process offers every supervisor an excellent opportunity to upgrade the quality of his supervision. Here,in a wholesome climate,the focus of discussion is specifically on planning, reviewing performance standards and progress to date, discussing job oriented problems, and if needed, revising standards or developing new ones. Sometimes conditions over which there is no control prevent the achievement of a standard.

The supervisor should see his main responsibility as one of helping the supervisee to achieve the agreed upon goals. The function of the supervisor is to close the gap between desired and actual results. In the W.P.& R. discussions, the supervisor's role can best be described as one of listening, responding, counseling and advising. The supervisor should feel comfortable in this atmosphere and environment to the degree that he will ask his supervisee how he, the supervisor, can improve his performance and become more helpful as a supervisor. If a supervisor can be honest, open, sincere and receptive at this point,he can get some very useful information that will assist him in improving his own performance.14

14 Performance Appraisal, New York: National Council of YMCA, P. 7.

THE VOLUNTEER

Most day care programs utilize volunteers. Volunteers may be students studying child development, artists, teachers, nurses, parents or other interested people. They can often provide skills and services beyond the financial resources of the program. They can also enrich the program by helping the teaching staff give the children more individual attention.

Volunteers may contribute to the program by:

Assisting staff on field trips.

Teaching subjects which may not be part of the curriculum.

Helping with maintenance of facilities.

Answering the telephone and assisting with other office work.

Helping to prepare food.

Building special equipment.

Acquiring materials for classroom projects.

Volunteers need much of the same training and supervision provided for the paid staff. They need to know what the program's policies, philosophies and goals are in order to be effective. Any program which plans on using volunteers should develop a comprehensive orientation and supervision program for them.

Volunteers can be valuable additions to any program, but rarely should they be allowed to take the place of the paid staff. Volunteers should be involved in the program on a regular basis but it must be remembered that their time is usually limited.15

15 Fred Stickney "Where Do The Children Play", P. 68.

STAFF TRAINING

In this country, there are very few formal programs for training people to work with children in a Latch Key Child Development setting. Therefore, it is essential for each program to provide training for its staff.

The first step is for the program administrators to evaluate the background and skills of individual staff members. Then it is possible to determine whether the staff is capable of fulfilling the program's goals. Once the strengths and weaknesses have been established, an appropriate training program can be implemented.

There are many different types of training techniques. The type adopted by a specific program will depend upon staff expertise, program goals and budget limitations. Here are a few examples of techniques which can be used by any program:

On-The-Job Training And Supervision:

This type of training will give the director a chance to observe a staff person interacting with children and co-workers. It will also give the director an opportunity to model the appropriate child management techniques. Observations should be conducted frequently and should be followed up by a conference with the director and staff person involved. At this conference, recognition for good work should be given and a plan developed for improving job performance. In order to be most effective, both director and staff must view the observation and supervision process as an opportunity to learn new skills. On-the-job training can also consist of assigning an inexperienced staff person to work closely with someone who has been in the program for some time and who is a proven, capable employee.16

Staff Meetings:

Much useful training will take place during the course of a planned staff meeting. The planning, problem-solving and communication of relevant information which occurs at meetings are helpful in training staff.

16 Ibid, P. 71.

LATCH KEY PROGRAM

STAFF TRAINING SEMINARS

Training Program Objectives:

To provide all Latch Key staff with the theoretical knowledge and direct-service skills required to design and operate a multi-site, professional child care service is the thrust for staff training seminars. The goals of the training would therefore emphasize content data in such areas as normal physical, emotional, social and educational child development, the development of direct-service skills, and the refinement of interpersonal professional relationships. Effort will also be made to enhance the supervisory abilities of site directors so that the work of training will ultimately be incorporated into the program on a moment-to-moment basis by site directors working with their own staff members.

Training Program Design:

The training should be conducted on a bi-monthly basis for a 12-month period. Two hours would be scheduled for each meeting. Readings and child observation assignments will be assigned as appropriate and are to be completed by participants between scheduled meetings. Two special events would be included in the schedule: a day-long Director's Workshop to be conducted mid-training year, and a week-end retreat for all day care directors, staff members, and supervisory personnel to be held at the end of the training year.

Materials and Equipment:

It is important that seminars be held in the same meeting room each time and that this room be equipped with a blackboard, chairs and tables. Readings and presentations will include parts of four standard texts, and journal and magazine articles from a variety of sources. A copy of a syllabus "textbook" will be prepared by the instructor and should then be duplicated and given to each participant. These will be the only course materials used.

Course Format:

The format for the seminars will be a presentation by the instructor on the topic of the day, followed by a combination of group discussions, participant presentations, and group exercises designed for the purpose of translating theoretical knowledge into direct-service skills.

COURSE SYLLABUS:

EARLY CHILD DEVELOPMENT - 4 SESSIONS

Introduction. Distribution of course materials. Discussion of purposes and goals of training program. Discussion of syllabus. Presentation and group discussion of early child development; the first three years of life from a physiological, social and psychological perspective.

Presentation and group discussion of early child development; ages 3-6 years from a physiological, social and psychological perspective.

THE YEARS OF MIDDLE CHILDHOOD - 2 SESSIONS

Presentation and group discussion of the years of middle childhood; ages 7-12 years, from a physiological, social, psychological and educational perspective.

DESIGNING APPROPRIATE ACTIVITIES - 2 SESSIONS

Presentation and group discussion of designing age-appropriate activities to encourage multi-dimensional development in a child care facility.

Group project: The development of a central activities file, divided by age-sex-ethnic groupings, and covering such areas as arts and crafts, creative group play, psycho-motor development, special activities for holidays and values clarification through play.

THE PROBLEM CHILD - 2 SESSIONS

Presentation and group discussion of the identification of the disturbed child and then making the appropriate intervention.

WORKING WITH PARENTS - 2 SESSIONS

Presentation and group discussion of dealing with parents on both an individual and group basis.

IMPACTING THE COMMUNITY - 2 SESSIONS

Presentation and group discussion regarding liaison work with the community, including schools, social agencies, and sources for referral for special medical, psychological or educational intervention.

PROFESSIONALISM - 2 SESSIONS

Presentation and group discussion of the development of a professional identity as a child care specialist, who are we and what do we do?

A Director's Workshop will also be held and will focus on the development of an identity as a supervisor and the enhancement of managerial skills.

VALUES CLARIFICATION - 2 SESSIONS

Presentation and group discussion of the teaching of values through direct and indirect methods.

LEGAL, CLINICAL AND ETHICAL ISSUES - 2 SESSIONS

Presentation and group discussion will include identifying special problems and making appropriate interventions. Examples of special problems are: incest, child abuse, physical and/or emotional deprivation and neglect, severe mental disorders, severe physiological disorders.

WEEKEND RETREAT:

A weekend retreat will be held. Program planning and seminar agendas will be developed by seminar participants as a model of program planning, group interaction and identification of training needs.

WRAP-UP 2 SESSIONS

Two seminar meetings will be used to review the content material covered during the year, to consider any issues covered and to evaluate the training program from both a content and a process perspective.

THE PROGRAM

Chapter V

THE PROGRAM GOALS

INTRODUCTION

The Latch Key Child Development Program is designed to meet the needs of the elementary school-age children. The type of programming offered will vary according to age and development levels. However, there are some basic statements which will apply to all programs:

- The program should be based on educational principles geared to the developmental levels of the children.
- The program should offer security and protection during the times when parents are not available.
- Since the children have already spent most of the day in the classroom, opportunities for outdoor and recreational activities should be provided. Also, they will need some time to have a reasonable amount of privacy.
- School-age children will have a high interest level in task-oriented activities such as woodworking, cooking, sewing, etc. They will be interested in producing a finished product. Task-oriented activities should challenge their present abilities and teach them new skills.
- The program should expose the children to creative experiences in the arts and sciences.
- A physical education program should be provided so that the children will develop good coordination and proficiency in athletic skills.
- The children should have a chance to learn about their community through frequent excursions.
- Those children who are ready should be allowed to assume positions of responsibility and leadership in planning activities and establishing rules. Those who are less advanced should be encouraged to accept the responsibility and develop self-reliance.
- The children should have opportunities to learn appropriate social behaviors through the use of behavioral change programs, group discussions and projects, positive adult modeling and individual counseling.
- The children should be taught that they are accountable to the staff and their presence is required. At the same time they should be allowed to participate in other community activities with parental permission (e.g., Little League, Girl Scouts).17

17 Ibid, P. 15.

PROGRAMMING FOR DIFFERENT AGE GROUPS

Since children in Latch Key Child Development Programs may range in age from five to fourteen, it is necessary to plan a program which satisfies different interests, stages of physical development and maturity levels.

Children should be separated into different groups based upon age. First, study the children to determine how many are at each age level. Then divide them into groups, keeping in mind the staff-to-child ratio and the space available. Occasionally a child will be more mature than his peers in one area. When this occurs, the staff will have to evaluate the child and perhaps place him or her in a group more in line with his or her maturity. For example, an eight year old whose motor skills are more advanced than other children in his age group might benefit from a physical education class designed for nine and ten year olds.

The youngest group will probably consist of five, six, seven and eight year olds. This group definitely needs a much more structured program than the older groups. When giving directions, the staff must be ready to spell out exactly (in simple, direct language) what will be happening at any given time and what the expectations are for each situation. Whether the activity is quiet or active, the staff must be prepared to demonstrate and model what is expected of the group. The children will need and demand as much individual attention and direction as possible. This is also a time to strengthen positive behaviors by reinforcing the ability to work together, to share, to offer aid to one another and to take responsibility for one's actions.

The oldest group will generally start at nine years and include the oldest children. Children in the upper age ranges may be separated, at times, according to interests and skills. The members of this group may need less individual attention and direction as they are much more peer-oriented and more skilled, but they will need just as much positive reinforcement. Children in this group will need activities that challenge and stimulate. The staff must be prepared to deal with more mature, ego-related problems of this age group rather than the more mechanical, dexterity and coordination problems of the younger group. The oldest group will demand and should receive more freedom to do their own exploring and creating within the framework of the given activity.

With the older children, competition and "being first" become extremely important. The fear of failure before adults and their peers must be taken into consideration. It is generally more successful for staff to plan activities which emphasize participation rather than competition. When competition is an undeniable factor, staff should design the activity so that there are many "winners" and few "losers."18

18 Ibid, P. 26.

DAILY SCHEDULING OF PROGRAM ACTIVITIES 19

I. Regular Days (when school is in session).

Regular days in a Latch Key Child Development Program generally run from 6:30 a.m. to 9:00 a.m. and from 2:30 p.m. to 6:00 p.m.

A. Morning Hours (6:30 to 9:00 a.m.)

These hours should include low-key activities since there is often little time for full-scale activities. Children will also tend to arrive at different times. Quiet games, tutoring, free-play and story-telling are appropriate. Two staff members should be on duty in case of emergnecy. Additional staff may be necessary if morning attendance is high.

B. Afternoon Hours (2:30 to 6:00 p.m.)

During these hours it will be necessary to have all staff present. In scheduling the afternoon, note the following

1. Snack Time - Food should be served as early as possible so that normal meal times at home are not upset. Snack time also provides an opportunity for group discussions and decision making, informing the children of the day's schedule or changes in rules and selecting and signing-up for activities.

2. Activity Time - In most cases, the amount of time allotted for activities should be the same every day. When planning activities, the staff should consider the amount of time necessary to complete the activity, the age level of the children and the expected interest-holding ability of the activity.

3. Clean-Up - A definite time period should be included for clean-up. This will vary with the type of activity, i.e., paper mache' needs more time than drawing. Clean-up will be much easier if the children are forewarned that in several minutes clean-up time will begin.

4. Free-Time - After being in school all day, the children may need some time to "let off steam." Thirty minutes of supervised free play before snack time is usually sufficient. Free time may also be offered after clean-up at the end of the day.

II. Full Days (Summer vacation and other days when school is not in session).

Full days generally run from 7:00 a.m. to 6:00 p.m. There should be enough staff at all times to insure ample coverage of activity areas and to maintain the proper ratio of staff to children.

19 Ibid, pp. 24-25.

A. Meals - Activity times should be planned around meals on full days.

1. Breakfast should begin at the same time everyday. The exact time will depend upon when the children arrive for the day.

2. Lunch should be served at noon.

3. Snacks should be served at mid-afternoon, between 3:00 and 4:00 P.M.

4. The time allotted for meals can also be used as transition times between activities. Fifteen minutes can be set aside for group discussions and sign-up for activities.

B. Activity-Time - The activity schedule should be consistent from day to day. On full days it is possible to offer activities which take longer to complete. A balance should be maintained between quiet and active projects.

C. Free-Time - Time for free play should be provided throughout the day so that children may rest, pursue their own interests or be by themselves.

Time Fillers

Occasionally it will be necessary to keep the children occupied during times when there are no scheduled activities, i.e., when waiting for a late bus, when a project is completed sooner than expected, etc. Some time fillers are group singing, group games, story-telling, paper and pencil games and pantomime.

Some hints for program planning:

- Provide a variety of activities during a single activity time. Schedule the hour so that children may choose from arts and crafts, physical education or free play.

- Staff should have an alternative activity ready in case the children lose interest.

- Staff should be ready to pursue interests expressed by the children. If interests are high, the activity can be repeated or lengthened.

- Staff should be adequately prepared for all activities. Materials and facilities should be ready before the children arrive.

FOOD SERVICE 20

Since children spend many hours in a school-age development program, it is important to serve nutritious food at regularly scheduled times. In many areas, licensing regulations will require programs to provide nutritionally-balanced meals. Some suggestions for planning a food service program:

1. During the school year, programs which operate before and after school should serve breakfast and an afternoon snack. Breakfast might include milk, cereal and fruit juice. The afternoon snack should be served soon after the children are dismissed from school and might consist of milk and fruit, soup or sandwiches. If a program is located in a public school, breakfast may be provided through a federally-funded breakfast program.

2. During the year, when school is not in session, full day programs should serve breakfast, lunch and an afternoon snack; children may bring lunch from home. Breakfasts and snacks can be similar to those served when school is in session. Lunch can be either hot or cold, depending on the funds, cooking facilities and staff available for food preparation. Hot lunches might consist of a meat dish, vegetables, fruit, raw vegetable and dessert. In some localities, it is possible to obtain food through the school federal or local food programs which operate during the school year, such as the U.S.D.A. Summer Lunch Program. These programs may be available only to low income groups.

3. Licensing regulations and local health authorities may specify what facilities are necessary for proper food storage and preparation. The cooking staff may be required to become certified food handlers by attending a class and passing a tuberculin test.

4. If local health and food service regulations permit, children may participate in the planning of menus and preparation of food. Cooking skills and good eating habits can be taught by directly involving children in the food program.

5. Staff should be aware of children who have dietary-related problems such as diabetes, obesity or food allergies. Parents may also impose restrictions on their children's diet.

6. Witholding food should not be used as a means of punishing children's misbehavior. In some states, this form of punishment is against the law.

7. Forcing children to eat certain types of food will not teach good eating habits. Education and programs which reward children for eating certain foods will produce better results and establish permanent eating habits.

20 Ibid, P. 29.

FOOD AND NUTRITION

Children learn about the world around them through a medium that is familiar and satisfying. They associate warmth, love, acceptance and satisfaction with the food they eat.

Through cooking, children are introduced to a whole new world of sensations; tastes, smells, colors, textures and blend and change as cooking proceeds. They are given an opportunity to explore the otherwise forbidden realm of knives and fires; they are given experience in working with the tools of cooking to develop their manual dexterity and they become acquainted with the steps of socialization with other children.

When cooking with children, it is important to remember that the process which is offered them must be one which they can reasonably accomplish without undue frustration or adult intervention. The process of preparation should not be so complicated that it detracts from their seeing, feeling, smelling, tasting and sometimes hearing the food.

The children carry over their experience with real food into their imaginative play quite naturally and gain skill with the tools of cooking. Cooking is not an isolated event, but rather part of the program, just as it is in everyday life.

Nutrition and Cooking

Children love to make things and children love to eat. A cooking project is always popular in a Latch Key program. Depending upon kitchen facilities available, projects may range from preparing no-bake cookies to a full dinner for staff and Latch Key families. Children may bake for a surprise birthday party for a staff member.

Cooking is a good learning experience in nutrition. The staff member may stress the four main food groups and try to include all of them in cooking projects. The four main food groups are: 1.) cereal and breads, 2.) fruit and vegetables, 3.) meat and protein substitutes and 4.) dairy products.

Local county extension agents or programs, such as Extended Nutrition, will make their staff people and supplies available for special nutrition projects. It is possible to get seeds for a garden donated by these programs.

A special nutrition activity that was successful in one Latch Key Child Development program was a Nutrition Fair. Components of the Fair included movies, how to make no-bake "good for you" candy, discussion of the four food groups, nutrition games and an exhibition of animals that produce food.

WHY WE USE FOOD WITH YOUNG CHILDREN

Food is Familiar and Necessary: Eating is one of a child's first pleasures. What better way is there to provide a needed snack than to let him/her prepare the food and enjoy it with friends?

Encourage Independence: A well thought out Food and Nutrition program can offer success within the capabilities of the children, giving them confidence.

Eases Tension About Eating: In a setting free of conflicts where there is no pressure to eat, the child has the opportunity to experiment. They observe others and may try something that their friend likes.

Introduce New Foods: Find a way to communicate to mothers the new foods to which their child has been exposed. What a satisfying way for the child to share with mother and the family "What I made and ate at Tiny Tots."

When you teach young children a new skill, it is wise to isolate what is being taught so they can concentrate on the specific activity until they master it and are ready to move on to the next step. Move from the simple skills to complicated skills. As children learn a new task, incorporate it into other activities to reinforce their learning experience. However, each time a new skill is introduced, you should first demonstrate it, let the children try it, correct them if necessary and let them try it again. The purpose of dividing the techniques of cooking into groups is to indicate to the adult that different activities require different muscle development.

Group 1. Gross Motions and Socialization

1. Tasting and sitting at the table
2. Dipping
3. Scrubbing
4. Tear, break, snap

Group 2. Beginning Manipulation & Hand-Eye Coordination

1. Wrapping
2. Pouring
3. Mixing and shaking
4. Spreading soft onto firm

Group 3. Finer Motions & More Complex Use of Both Hands

1. Rolling with both hands
2. Juicing
3. Mixing and shaking
4. Cracking raw eggs

Group 4. Coordination & Working Against Resistance

1. Cutting with table knives
2. Grinding
3. Beating with egg beater

Group 5. Fine Coordination & Understanding Sharpness

1. Peeling with a vegetable peeler
2. Grating
3. Slicing with sharp knives

21 Nancy J. Ferreira, The Mother-Child Cookbook. Pacific Coast Publishers, Menlo Park, California.

SNACKS

Snacks can be a more successful way to introduce new foods than with a meal. Timing is important; offer it when children are hungry, but not so late that it spoils their appetites for the next meal. Try finger foods. Often children will eat these because they can feel them as well as taste them.

Children need liquid mid-morning and mid-afternoon. Fruit or vegetable juices are desirable and water should be offered. Avoid the artifically flavored sweetened drinks.

To add protein: offer hard cooked eggs, pieces of cheese, celery sticks, stuffed with cheese or peanut butter.

To add vitamin C: strawberries, melon cubes, cherry tomatoes, citrus fruits, berries, mangos, nectarines, raw pineapple, papayas.

To add vitamin A: dark green or bright yellow fruits and vegetables, carrot sticks, green pepper rings, chunks of lettuce, raw cauliflowerets, cucumber slices. Special treat: dip the above into a mixture of cottage cheese flavored with onion salt, celery salt and chives. You might also try raw green beans, turnips, broccoli, brussel sprouts, chard and other greens.

To add B vitamins and minerals: use dairy products, cereals and nuts. Put out a bowl of unshelled mixed nuts and let them crack their own. A bowl of peanuts is fun. Provide something in which to put the shells.

MORE TASTY IDEAS

Dip raw pumpkin or sunflower seeds in very salty water and roast in the oven until lightly brown.

BANANA-DISCS - Slice firm bananas into small discs, put a toothpick in each piece and dip into a mixture of thick cream and honey (¼ cup cream and 2 T. honey). Dip in toasted wheat germ. Banana chips are also delicious dipped in lemon juice.

BISQUIT QUICKIES - Give each child a canned biscuit which he twists or molds to any shape, then dip into melted butter, shake cinnamon and sugar over it, and put on cookie sheet to bake.

EDIBLE NECKLACE - Have children string raisins and other dried fruits, such as apricots and apple slices, to make necklaces, using large, blunt tapestry needles and dental floss.

Two slim wedges of apple GLUED together with peanut butter.

Dried fruit: dates, raisins, apricots, figs, pears and peaches.

Honey/peanut butter and crackers that the children prepare themselves.

Seeds - especially good are Chia (rich in protein and minerals), sesame (unhulled seeds are rich in calcium, sunflower in B & A) and pumpkin (A).

FIRST AID AND SAFETY 22

Because the care and safety of the children always should be top priority in a Latch Key Child Development Program, a Red Cross First Aid Certificate should be a requirement of all regular staff members in the program.

There are several different kinds of classes available through Red Cross offices, usually including an 8 hour multimedia class, a regular 19 hour class and an advanced class. It may be desirable to have at least one person on the center staff receive an Instructor's Certificate and then be able to certify all the other staff members.

There should be a standard emergency procedures manual for all staff members. This manual should include procedures for accidents that occur both in and out of the center and while in vehicles. The manual should also include specific information such as telephone numbers of the police department, fire and rescue squad, the parents and the doctor or the hospital where the children should be taken. Each child should have an enrollment card with all the pertinent information (name, address, telephone, parent's work telephone, any medical problem) which should always be taken by the staff person when the child goes on a field trip.

The most basic First Aid Information:

1. Unless it is a life or death situation, the person should not be given first aid or moved if the staff is unsure of the proper procedures.

2. Three most important first aid steps:

    a. Stop the bleeding; apply pressure, elevate.
    b. Start the breathing; administer mouth-to-mouth resuscitation.
    c. Treat for shock.

It is especially important to be aware of certain safeguards and procedures for first aid when one is on a field trip. When near water, there should be no swimming unless a certified life guard or water safety instructor is present.

The facility and all vehicles used for transportation should have a first aid kit containing the following items:

1. bandaids
2. antiseptic
3. gauze pads
4. gauze rolls
5. chemical hot and cold pack
6. pneumatic or wooden splints for arms and legs
7. wool blanket
8. sunburn ointment
9. sterilized white sheet (for severe burns)
10. change to make a telephone call

22. Fred E. Stickney, Where Do The Children Play? p.p. 21-22.

Vehicle first aid should also include:

1. flares
2. jumper cables
3. equipment for changing tires

All first aid kits should be periodically checked to replace used supplies.

Injuries or accidents should be reported immediately to the parents; parents shall also be notified if their child has been exposed to a communicable disease.

No medication of any type should be administered unless prescribed by a physician (aspirin included).

TRANSPORTATION

Having various means of transportation available to Latch Key Child Development Programs can greatly enhance any program. Transportation can help staff vary program and avoid boredom.

In the inner-city areas, the trips made by the day care program may be the child's first opportunity to get out of his immediate neighborhood and explore the world around him.

Types of Transportation:

1. Public transit - day care programs may be able to get tickets for buses or other forms of mass transit at a reduced rate, especially if bought in large quantities.

2. Leased or purchased passenger van - this is one of the most "usable" kinds of transportation because it is available at all times and can be written into the program.

3. Private vehicles - some staff members may wish to increase the insurance coverage on their own vehicles to be able to use them to transport children. This program should reimburse staff for this expense.

4. Bicycles - for those children who have bikes or can borrow them, trips through the neighborhood or bicycle parades and/or carnivals can be arranged.

5. Walking - don't neglect "foot power". Especially in the summer, the children can cover distances up to one and one-half miles on trips to parks and other neighborhood places.

6. Armed Forces or National Guard troop transport-some armed forces provide transportation as a public service to their community.

Strict rules should be established for the children when involved in any type of transportation. 23

23 Ibid, P. 27.

PROGRAM SUGGESTIONS

The following pages of this chapter contain miscellaneous program suggestions. These activities represent only a small sample of the variety of activities of a Latch Key Child Development Program.

Program activities will vary depending upon funding, rules and regulations, available resources, facility, weather conditions, and experienced and imagination of staff members.

Following is a list of suggested equipment for a Latch Key Child Development Program:

Table games	Television
Puzzles	Radio
Record player	Blankets, pillows, cots
Film projector	Scooters
Floor blocks	Balls
Large cardboard boxes	Jumpropes
Dishes	Paint
Old typewriter	Scissors
Cash register	Glue
Parachutes	Crayons
Barrels	Paper

Materials can and should often be "scrounged." Scrap materials from carpet stores, lumber yards, junk yards, leather stores, fabric stores, cabinet makers, etc., are usually free and can be transformed into usable creative items.[24]

24 Ibid, p. 30.

PHYSICAL EDUCATION

Latch Key Child Development Program centers are excellent places to challenge children to learn physical skills and develop enthusiasm for physical activities that can be carried over into their adult life. Such activities may include tennis, squash, swimming, backpacking, hiking, camping and boating.

Physical education in a Latch Key Child Development Program does not need to be limited by buildings and equipment. Much indoor equipment can be made by the children. Physical education can be incorporated in other areas of learning enrichment such as field trips and outdoor education, via camping, hiking and backpacking. In town, children can walk to libraries, museums and parks. Activities offered should be beyond those that the regular school program offers.

Some ideas for challenging the children's participation are through fitness programs: for example, the President's Council on Physical Fitness has an awards program that gives incentive. Information on this program can be obtained by writing to: Presidential Physical Fitness Awards, 1201 Sixteenth Street, N.W., Washington, D.C., 20036. It is possible to gear competition to low-key self improvement by lauding each level of improvement with award-type rewards such as ribbons or certificates of achievement.

Some unusual physical education-type activities that can be used in Latch Key Child Development Programs include the following:

- PARACHUTES: these can be found at Army surplus stores, skydiving clubs, or at salvage companies. Activities using parachutes could include bouncing balls and bean bags in the parachute. The parachutes can be grasped by all participants and used to perform basic locomotor skills with and without music. Let the children think of ideas.

- FORM JOGGING CLUBS: build a point chart that everyone can use to keep track of their distance. At several predetermined intervals, offer some kind of substantial and immediate reward to the children, such as a trip to a favorite place. Local adults active in jogging (from high schools or colleges) may actively participate or present a training session.

- BICYCLE RODEO: this can include safety and maintenance of bicycles. Often, the local police will help set up a bicycle rodeo, registering the children and running different activities designed to teach safety procedures, such as use of hand signals, an obstacle course, and other skills.

- WATER CARNIVAL: a Water Carnival can be a very popular event, especially at the end of summer. There are many events possible to hold, such as paddleboard races, inner tube swims, a dry match swim (hold match in mouth), a ping pong race (blow ping pong ball across pool), the greased watermelon contest, and a penny dive. [25]

25 Ibid, P. 32.

PRINCIPLES OF SELECTING GAMES [26]

The teacher of games has much to consider in the selection of a suitable program for the elementary school child. Knowledge of the developmental characteristics and age of the child provide a sound preliminary basis. The other principles of selection to be considered are:

1. Developmental characteristics: A knowledge of the child's age, growth, growth patterns, muscular development and game interests.

2. Safety factors: Clothing, jewelry, play areas, equipment, and other factors can be hazardous if not taken into consideration.

3. Weather: When the class is out of doors, game selection will very often depend upon weather conditions. Cool weather will call for greater activity than on warm days.

4. Space: The amount of space and the number of children to use the space are of paramount consideration.

5. Equipment: Many games require the use of equipment. Is the equipment available? Do you know how to use it? Is it safe? Are the children ready to use it?

6. Health: The child care worker must always consider the health of the children. The underweight, the physically handicapped, and the strong are often within the same class. How can they be kept interested in the same game?

7. Socio-environmental factors: Children from different socio-economic levels have different game needs. Then, too, a child from an urban area will differ from the suburban youngster, just as the child from a rural area will differ from them both. When children from different levels and/or areas are present in the same group, disciplinary problems may result.

8. Knowledge of games: The child care worker must have a thorough knowledge of all types of games--quiet, active and rhythmic--to be able to suit the needs and interests of the different age groups.

9. Large groups: When classes increase in size, and available space remains the same, the child care worker must know the various techniques for adaptation.

10. Psychological: Games very often develop courage and initiative as well as better understanding between the child care worker and the child and among the children themselves. The selection of the leading players in a game or dance may sometimes bring out certain complexes in children with which the child care worker will have to deal with.

26 Ibid, p. 33.

THE TEACHING OF GAMES

Methods in teaching games will vary with the type of games used and the size and type of the groups playing. There are, however, some general methods to consider in presenting any game material. These should not differ from other educational methods except when they are being applied to a specific type of material and activity. Methods for teaching games must consider:

1. Preparation
2. Steps in teaching
3. Explanation
4. The activity of the game itself
5. Organization of groups into game formations
6. Discipline

Suggestions for each of these follows:

1. Preparation: Know the game thoroughly.

   a. Have all equipment ready to use and on the playground.
   b. Mark play spaces beforehand. Chalk may be used on the floor indoors; sticks will scratch lines on the playground; stones may be used to mark boundary lines.

2. Steps in teaching games: Give the name of the game.

   a. Explain and demonstrate how the game is to be played. Give three most important rules.
   b. Allow the group to ask questions concerning the game.
   c. Play the game.
   d. Give further details and explanations of rules as needed.

3. Explanation: Unless the formation is scattered, it is best to get the group into the formation for the game before the explanation is given. This is especially important with small children.

   a. In explaining, avoid talking too much. Give brief, clear, simple directions.
   b. Use a demonstration if necessary to help make the game procedure clear.
   c. Ask for questions after you have explained the game. Be sure that all hear the questions and the answers.

4. Activity of Playing the Game: Use an alert child to start the game. A slower child not understanding the game will delay the interest of the whole group.

   a. Confusion results when the game is going badly. If you can't correct without stopping the game, it is better to stop the game and straighten out the misunderstanding.

   b. Be interested in the game yourself and show that interest in teaching it. Don't let the game drag. Stop the game before your group becomes tired - "leave 'em laughing."

c. Watch for the shy child-praise his efforts and make him feel that you understand him. Do not make him conspicuous to the group.

d. Watch for fatigue and signs of strain. Change to a slower activity. Or, if there are just one or two, have them sit out for awhile.

e. Instill high ideals of fair play. Be sure that all rules are observed. Once rules are explained, don't relent. Always follow the rules!

f. Develop self-criticism, analysis and judgement.

g. Coach as well as referee.

h. Encourage the losing teams to greater efforts.

5. Organization of Groups into Game Formation: Dividing play groups into smaller units and getting the group into game formation quickly and easily is important to the success of the game period.

a. If the group is large, divide it into smaller groups. Twenty is a good number. Sometimes divisions, such as size or age groups, will suffice. In a playground group, other methods can be used. Suggestions for each follow:

1. Ask all to join hands and form a circle. The teacher then indicates definite divisions in the circle (as half, third or quarter) and then asks each of these divisions to form a circle. These circles form the smaller units to whom the game is explained and play is started. It is necessary that each of these small groups have a leader. Assistants are assigned as leaders or older children may act as the leaders.

2. Children are appointed as leaders by the teacher (the number depending upon the number of small groups to be formed.) These leaders stand side by side. Instruct the children to line up behind any of the leaders, dividing themselves into that many groups. The group thus forms into smaller groups in file formation and in as many files as there are leaders. Each file is then directed to their place on the playground. Assistants or older children then lead in the explanation and the playing of the game.

3. Get all the players into one line or into one circle. Instruct the children to count off by twos, threes, fours, etc., each child calling his number in turn. If three groups are desired, they count off by threes. All number ones form one group, all twos another, etc. Assign each group to their places on the playground.

4. Divide the class by having on one side all children whose names starts with the letter A-L and M-Z. Or by birthdays January-June and July-December. (Divide into 6 groups of two months, three of four months, four of three, two of six months, etc.)27

27 Ibid, P. 35.

ARTS AND CRAFTS

Art and craft projects, in particular, are limited only by the energy or imagination of staff members. The following is a list of some successful Latch Key art and craft projects:

Clay Work: Children love working with clay, from building simple models by hand to working on a potter's wheel, glazing and firing in a klin. It may be possible to arrange sharing of pottery equipment with a school, YMCA, potter's cooperative or art school.

Painting: Painting can be done on many levels, from finger painting to oils or watercolors.

Weaving: There are many simple loom and non-loom weaving techniques.

Dried seeds, beans and noodles pictures: The beans may be used dried or soaked, painted or left natural.

Stuffed Animals: The children may design, cut, stuff and stitch together animal pillows.

Macrame': Older children will be interested in making plant hangers and wall hangings.

Decoupage: Finding pictures to transfer and shellac onto wooden boards can combine art and carpentry.

Candle Making: Many kinds of candles can be made from simple milk-carton formed to dipped to free-form made-in-water candles. These are especially popular to make at Christmas time.

Tie Dye: Curtains, clothing, or tablecloths can be dyed; commercial dye kits contain instructions.

An outdoor arts and crafts fair is a good way to share new ideas for both children and staff.

Fleece Balls: Materials: 2 cardboard circles approximately 4" in diameter. Cut a circle 1½" out of the center to make a "donut." Yarn (wool) is best but 4-ply acrylic knitting worsted works well and is washable. (Rug yarn does not work as well.) Steps: (1) place circles together, (2) cut 3 or 4 lengths of yarn (approximately 1 yard long), (3) wind yarn around the circles-thru center and around the outside. Continue until all of the cardboard is covered and there is no more room to push yarn through the center, (4) carefully cut all yarn around the outside edge of the circles. Do not cut yarn at center. (5) use two 7-8" strands of yarn to tie the center core securely between the two pieces of cardboard. Be careful not to pull the cardboard off until center core is tied securely. (6) once tied, pull cardboard off and manicure the ball to make it round. (note:) the larger the outer circle, the bigger the ball. A larger center hole will make it thicker.

Airy Ornaments: (for Christmas and Mobiles) Materials: (1) balloons-assorted sizes, at least one per child, (2) liquid starch, (3) thread, varigated yarn, or macrame' jute, (4) old newspapers. Steps: (1) spread newspapers over the table and an out-of-the way drying area, (2) inflate balloons, (3) liberally smear starch over balloons, (4) wrap thread, (yarn, etc.) around balloons in any design-either uniformly from one end or in criss-cross design, until the desired density is obtained, (5) cover with more starch, (6) let dry thoroughly - pop balloon.

Crystal Garden: Materials: (1) shallow containers made of glazed ceramics, glass, or pie tins, (2) porous material such as: driftwood, lava rock, cork, pieces of sponge, concrete chips, clay, (3) non-iodized salt, liquid bluing, water, ammonia, food coloring. Steps: (1) arrange the porous material in the container, piling them on top of each other, (2) mix following: 4 tablespoons salt, 4 tablespoons bluing, 4 tablespoons water and 1 tablespoon ammonia, (3) pour mixture over material carefully until bottom of container is covered, (4) add 2 or 3 drops of food coloring over the garden, (5) set aside and watch it grow.

Potato Prints: Materials: (1) potatoes, (use older ones) (2) tempera paints, (3) paper-for prints, (4) newspaper-for mess, (5) a knife. Steps: (1) cut potato in half, (2) on one-half of the potato cut a design that will stand out, (3) dip the design into paint, (4) press to paper, and carefully remove. Caution: care should be taken with the use of the knife. Have the children draw design first on paper before carving the potato.

Animal Cracker Jewelry: Materials: (1) box of animal crackers, (2) clear varnish or nail polish, (3) jewelry pin-backs; thread, yarn for necklace. Steps: If making a necklace, carefully punch a hole with small nail before varnishing. (1) put three coats of varnish on each animal cracker. Allow each coat to dry thoroughly, (2) when all three coats are dry, paint with tempera (etc.), (3) attach pin-back or string for necklace.

String Painting: Supplies: (1) Tempera paint (3 or 4 different colors), (2) construction paper, (3) thin string (yarn is too thick to work), (4) piece of cardboard. Procedure: (1) cut string into 8 inch lengths, (2) dip string in paint with a tail hanging out and allow to set for a minute, (3) fold construction paper in half, (4) place string on one side of paper in a back and fourth design, (5) leave the tail of the string out, (6) fold over the other side of the construction paper on the string, (7) press with cardboard, (8) while pressing pull string out.

Pine Cone Owls: Materials: (1) large pinecone, (2) felt scraps, (3) glue, (4) glitter, (5) yarn, (6) lightweight cardboard or heavy paper. Process: (1) attach a loop of yarn to the pinecone so it will hang upright, (2) cover tips of cone with glue and sprinkle glitter, (3) cut out eyes, nose, feet, wings, etc., of felt and glue on one side of the cone.

Other ideas using pinecones:

Wreaths: arrange cones, greens, holly, etc. on a cardboard ring. Glue, dry and spray gold or silver.

Bird Feeders: Spread peanut butter on cone, roll in bird seed and attach a loop and bow of ribbon (plastic wreath ribbon works best).

Carpentry

Pinewood Derby: Pinewood Derby kits contain all the materials necessary for building model competition race cars. The kits are available from the YMCA, Boy Scouts of America, hobby shops and department stores. After the cars are completed, the Pinewood Derby car races can be held. Pinewood Derby tournaments are very popular during the winter when children may be unable to play outdoors.

Balsa wood models: Balsa wood is excellent for teaching carving, building model gliders or making small boats.

Scrap wood: Scrap wood is often available from cabinet shops or lumber yards. The wood can be used for making sculptures, playhouses or bookends.

Sewing

Both boys and girls enjoy many different kinds of stitchery-embroidery,making small and large pillows, making rugs and curtains for the center, making gifts, making purses and tote bags and making clothes-costumes, shirts, etc.

Children's Town

Children in one Latch Key Child Development program built their own "town". The town concept came about as a result of the children's needs for a private place of their own for quiet times and from their own abilities as play actors. The idea of a complete city started with the construction of individual house units made from large appliance boxes (refrigerators, freezers) and it grew into a complete child-run society. This society included jobs, property, businesses, law enforcement, taxes and even a pollution problem (excessive garbage in the streets).

The town organization was begun with the election of the mayor and city council whose jobs were to write the laws of the city (no speeding, littering, stealing or peeking into other people's houses). These laws were enforced by the police, headed by the elected Sheriff. Other public jobs included a sanitation department and business-related tasks such as bankers, mailmen, construction crew and others. Other specific jobs around the center such as snack clean-up, room clean-up, helping with sign-up were created. Each staff member was assigned an area of responsibility for town development and maintenance. These areas included legal affairs pertaining to the city council, election of mayor and judge, construction, sanitation, law enforcement, small businesses (saloon, store, newspaper, mail, etc.) and the banking and monetary system.

Problems in the town were handled by the city council, judge and sheriff with the staff only as advisors. The long range effect of the project was the sense of responsibility gained by all the children for managing their own affairs.

Drama

Dramatic activities include informal make-believe play sessions, such as playing house, restaurant and store, as well as completely formal presentations of plays where the children write the play, make the scenery and costumes and cast all of the roles. Local children's theater groups may be willing to perform and teach drama for day care programs. Children love make-believe; for hours at a time they will play "monster", "cowboys" or"animals". Puppets can be used very successfully; children can make the puppets and use them informally as extensions of themselves or formally in plays.

Music

Group singing is often a favorite activity, especially while on field trips. Action songs and playing instruments are also expressions of children's musical interest.

Dance

In some Latch Key Child Development Programs, children choose their own music and creatively dance free-style to it. Rhythm and folk dancing are also popular.

Neighborhood Projects

Children, staff members, parents and neighbors of the Latch Key Center all benefit from projects planned and executed by the center for neighborhood improvement. Such projects might include cleaning up a vacant lot, developing a playground, painting murals on walls, setting up a co-op, organizing a neighborhood newspaper or association or recycling newspapers, glass and cans.

Tutoring

Staff members in Latch Key Child Development programs are often requested by parents, teachers or the children themselves to provide tutoring assistance to children who may be weak in certain academic areas, or who require positive reinforcement. Tutoring may be arranged on a one-to-one or a group basis or as a regularly scheduled program activity.

It is important to maintain a link with the teachers in order to determine if special help or materials may be needed for a specific child.

It may be desirable to bring in tutors from outside the staff; near-by high schools and colleges may provide students for tutors. Some community colleges have tutoring programs and classes available to teach people how to tutor.

Tutoring is not always a formal situation. Activities such as singing, counting games and alphabet games are examples of informal tutoring.

Science

It is often possible to get science kits from local museums of science or schoolteachers. Children enjoy simple experiments with electricity, gravity, etc.

Nature Studies

Bird Feeders: Make bird feeders and set outside your center. Have bird books in the center and keep a list that the children can use to record the birds they see.

Early morning bird walks: The early morning is a good time to see and hear birds. For the children who arrive early, a walk to see birds can be fun and rewarding.

Blind walk: One child is blindfolded and another child guides him. They explore the senses of smell and touch, both indoors and outdoors.

Scavenger hunt: Scavenger hunts are good ways to learn about what is around you. Children go into the neighborhood in teams to collect items on lists, such as leaves, pinecones and rocks.

Camping

Camping is a favorite program for a Latch Key Child Development program. Camping can be varied to suit all age groups.

Day Hikes are good for children. They provide opportunities to further explore their neighborhood, a nearby wilderness, forest area, state park or city facility.

Snow Camping is appropriate for older children who want a chance to develop camping and survival skills.

Backpack Trips - Backpack trips, also for older children, provide times to learn about group living and outdoor skills. The children should take as much responsibility as possible in planning and organizing.

FIELD TRIPS

A field trip is a planned journey taken to points outside the Latch Key building or grounds into the "outside" environment. Thoughtful planning of field trips is important because of the benefits to children's learning and because of the added dangers of taking children beyond the building and grounds.

Field trips require a great deal of planning and supervision. Some of the plans which must be made are to:

- Develop specific objectives that assist children in achieving the goals of the program.

- Make arrangements with those in charge at the point of destination. Know the rules of the host:

  (a) Date and time preferred
  (b) Safety rules
  (c) Parking space
  (d) Furnish all needed information to the host
  (e) Purpose of trip
  (f) Age and number of children
  (g) Date and time of proposed arrival
  (h) Time of proposed departure
  (i) Arrange for children to see and hear if the host is to give explanations to the children. Be sure that she/he can communicate with the children. Make arrangements for care of the physical needs of children & staff, i.e., location of place to eat and restrooms.

- Provide enough qualified supervision. Good judgement and experience in working with young children are qualities to look for in supervision. Supervisors should have a list of the names of children under their care; when they do not know the child, name tags should be worn for easier identification.

- Obtain written parental consent for each field trip and keep a signed statement on file. Note the examples of a field trip form:

  This signed form is essential, because signature can serve as evidence that the parent has given consideration to the added dangers of her/his child participating in the field trip experience. There should be no statement on the form relieving the "care giver" or director of any possible liability for accidents occurring on the trip. Such a statement is worthless, because a parent cannot legally sign away the right to sue (in the child's name) for damages, nor can the staff escape the penalty for their own negligence.

- Become familiar with the procedures to follow in case of accident or illness.

- Make all necessary arrangements for transportation and determine whether all regulations concerning vehicles and operations are met.

- Prepare the children by helping them understand the purpose of the field trip and safety rules to be observed. In some cases, the host may send information or may come and talk to the children before they make the field trip. After the field trip,provide follow-up activities.

- Evaluate all aspects of planning the field trip and the field trip itself. 28

28. Celia Anita Decker, John R. Decker, Planning and Administering Early Childhood Programs. Charles E. Merrill Publishing Company - A Bell & Howell Company. Columbus, Ohio 43217 p.p. 117-118.

THE PARENTS

Chapter VI

WORKING WITH PARENTS

To the provider of professional day care services for children, the family is the client, and the relationship with the parent(s) is of equal importance to the relationship with the child. Similarly, the services provided to the parent(s) must be of equal quality to those provided to the child if the staff-client relationship is to be a mutually productive and successful one.

A consideration of the services which are to be provided to parents by Latch Key staff begins with a definition of roles: the parent has the ultimate legal, ethical, moral and financial responsibility for the health and welfare of the child. He/she has the greatest emotional investment in the child, and is the most important person in the child's mind and in his life. The parent is also the family historian, having key information about the child's past. At the same time, he/she is also a professional, expected to provide expert advice about the growth and development of the child. In the middle is the child, needing a secure and safe environment both at home and while participating in Latch Key. The greater the alliance between the parent and the staff member, the more productive the Latch Key experience will be for the child.

Parents who require day care services for their children have special needs. They need to know that their child is safe and secure in a healthy, growth-promoting environment, and that their own need to work and support their family need not either undermine their ambition to be good parents or usurp their position of parental authority.

Parents will learn about the quality of the program and the capabilities of the staff member in two different ways. First, assessment of the program will be based upon objective information supplied by the staff member. Information about the program should be communicated to parents clearly and precisely. Whereas site directors should have Parent Handbooks available so parents can have all the information in hand, written material should not be considered a substitute for personal contact with clients. Staff members should emphasize that they are there to answer questions about the program and to clarify the contents of the Handbook. They should be sensitive to the needs of parents who are not fully literate or who may not have English as their primary language. They should, in fact, be prepared to communicate orally all the information in the Handbook and, if necessary, fill out the entry forms themselves. Moreover, such aid should not be limited to the initiation of their child's entry into Latch Key; it should be continued so that changes in the program, notification of parents' meetings and parent/staff conferences may be communicated.

Second, parents' judgment of the staff members' competence will be based upon subjective impressions gained during client contact. The staff members' attitude is vitally important. They must assure parents that their children will be well cared for by presenting themselves as mature professionals, capable of responding to the needs of others with care and concern. Staff members must also give the impression that their primary concern is the protection of the best interests of the child.

Should any conflict arise, staff members should intervene as quickly as possible, assuring parents that their goal is to resolve the difficulty without delay, and with a concerned, professional attitude. The more that parents' feel that they are equal partners in the care the child obtains from Latch Key, the more they will be willing to accept the staff as professionals who know best how to proceed.

The parent-staff relationship is also the key to resolution of issues concerning children with special problems. Again, early intervention will always prove most productive.

Issues such as behavior problems of a child that do not respond to conventional staff interventions, evidence of developmental difficulties in the major areas of physiological, social and psychological growth and so forth, should be brought to the parent's attention by a private meeting as soon as possible. If the staff attitude is one of concern and support, recommendations and referrals will be most easily accepted by parents.

It is not always easy to be a Latch Key staff member, and it is not always easy to be a parent of a young child. Parents need the Latch Key program, and the Latch Key program needs the full support and cooperation of the parents. If the overall goal of the program is remembered, that is, to provide families with a service that will ensure a safe and growth-promoting environment for children while parents work to support them, then the importance of working with parents will not be forgotten.

The Concept of Family Counseling

The theory and practice of Family Counseling developed out of the Child Guidance Movement of the 1940's, and has continued to increase in scope ever since. Presently, Family Counseling is practiced according to several different treatment models. All of them, however, have in common the concept that the family is a system, with each family member a part of that system, and that a change in any one part of a system necessarily precipitates a change in all other parts of the system. This basic notion is of vital importance to child-care professionals who, from time to time will see children with behavioral disorders or developmental difficulties which will indicate both the child's personal problems of growth and adjustment and problems in the family system.

The provision of Family Counseling as an adjunctive Latch Key service is designed to provide direct assessment, referral, and counseling services to those families whose children present special problems. As child-care specialists, staff should therefore be prepared to spot the troubled child, intervene appropriately with the parent and facilitate a direct linkage with the Counseling Service. Staff should also inform parents as to the availability and details concerning the service so that parents may request counseling themselves. Strict adherence to professionalism should be practiced in this area, and all staff members should treat any such requests with empathy and confidentiality.

A working knowledge of normal and abnormal child development, and an appreciation of the effect of difficult environmental circumstances on a child and family, will guide the staff member in identifying the troubled child. (See Day Care Bibliography).

The family Counseling component design also provides for on-site staff consultation and child observation by a professional Child and Family Counselor. This consultation service is designed to be useful to both staff and client families and should be called upon by staff in the following circumstances:

a.) staff is observing behavioral difficulties with a particular child that does not respond to customary interventions.

b.) a child is observed by staff to be markedly behind other children of his age in physical, social or psychological development.

c.) a parent reports a troublesome symptom, such as bedwetting beyond age six, firesetting, cruelty to animals, nightmares or other sleep disturbances, eating disturbance, school refusal, regression of speech or regression of motor skills.

d.) staff becomes aware of a recent traumatic experience in the child's life, such as death, divorce, school failure, serious illness to the child or a close family member, remarriage of a parent or birth of a sibling.

e.) staff suspects neglect or abuse. (See Day Care Bibliography).

f.) a child expresses a serious concern to staff about himself or his family, including neglect, abuse or incest.

g. a parent appears intoxicated on alcohol or drugs or mentally disturbed.

The Counseling Service staff should, therefore, be prepared to conduct Community Consultation at Latch Key sites, make recommendations for interventions with parents to the staff and provide direct services in the areas of assessment and counseling. Counseling staff should also be prepared to facilitate referrals to other social service agencies. It is important that Counseling staff maintain a close working alliance with day care staff, filling the role of supportive services special problems, and assisting staff in maintaining positive relations with parents in the best interests of the child.

Latch Key Parent Councils

At the center of every Latch Key Program are the children and their parents. How the staff of the program respond to the parents and children when they express their needs and interests in Latch Key is critical to the ultimate success of the program. The most formal and significant response of the agency to the parents is in the process, formation and maintenance of the Parent Advisory Councils in the program.

The concept of the Latch Key Advisory Council is essentially a voluntary body. That is the lay committee for the Latch Key parents. This council has a responsibility to the board of directors of the agency. Because of the unique nature of the program setting, it is important to establish voluntary councils at each school site. This concept is essentially a reflection of the consumer council or parent council functions already operating in many school districts across the country. Here are some of the reasons for parent councils in Latch Key:

a. Parents can be the best evaluators for a program's actual performance with the children;

b. Parents will be critical in determining what the characteristics of a successful site director will be at a given site;

c. Parents are the most effective mediators and problem-solvers when facing conflict, either with the school or other parents;

d. Parents are more effective than staff in obtaining cooperation with school personnel, the local board of education or other public institutions;

e. Parents are the greatest marketing agents for the program. Their level of ownership and commitment will draw to the program.

Latch Key parents are special people. They are using the program because it meets a very important need that they have. Often that need includes a safe and caring place for their children during the hours they are working and cannot be with them. Their time is very precious and they will not want to spend a great deal of it in voluntary activities that do not produce important results.

ADMINISTRATION

Chapter VII

BUDGET

Principles:

A. The budget expresses a plan for financing operations and is prepared on an annual basis.

B. The budget reflects the functions of an agency and the service it performs.

C. The budget is prepared in sufficient detail to provide effective operating controls and a means of evaluating services.

FISCAL OPERATIONS

Principles:

A. Adequate accounting records are maintained in accordance with accepted accounting principles and as may be required to comply with applicable legal requirements.

B. Internal controls are maintained to ensure that the agency receives the funds to which it is entitled and that expenditures are made only for authorized purposes.

C. Continual evaluation of financial procedures is required to ensure accomplishment of agency objectives in the most economical manner possible. Such evaluation should include the possibility of the integration of certain financial functions by intra-agency groups.

D. Expansions of program or plant, if found desirable after community planning, are made only after careful study assures the availability of additional operating funds for program and plant maintenance.

EXPENDITURES

Personnel:

1. All agencies should establish a classification plan for personnel with a job description for each classification.

2. All agencies (in conjunction with intra-agency groups wherever possible) should establish and periodically review salary ranges and non-salary benefits for each job classification.

3. Intra-agency and inter-agency planning should consider joint use of personnel for improved service and economy.

4. Maximum use of trained volunteers should be developed where consistent with agency policies and after consideration of related costs and benefits.

Materials and Services:

1. Consideration should be given to special resources which the agency might use to reduce its cash outlays.

2. Expenditures for materials and outside services should be systematically reviewed to ensure that best value is received.

3. Accepted purchasing procedures should be used in the procurement of materials and supplies.

4. Joint procurement and joint use of equipment with other agencies should be practiced if it will result in more efficient use of available funds.

Accounting Records:

1. All transactions and all funds which the agency handles should be recorded in agency accounts.

2. Accounts should be maintained in detail sufficient to ascertain the costs of each of the agency's major functions and each type of expenditure within each function.

3. The accounts should be maintained in detail sufficient to ensure that funds are expended for the purposes for which they are received.

4. Uniform intra-agency account classifications should be used wherever possible.

5. Records should be audited annually by an independent certified public accountant. The auditor's recommendations, if any, should be reviewed and acted upon by the agency board. Copies of the audit report should be available for public inspection at the agency.

6. Accounting procedures should be continually reviewed to ensure economy of effort.

Internal Controls:

1. As far as possible, the handling of funds and the maintenance of records should be performed by different persons.

2. Wherever possible, purchasing of materials and services and check-signing should be performed by different persons. Persons authorized to sign checks should be limited to the number required for efficient operation.

3. Wherever possible, independent controls (cross-checking procedures) should be established to ensure that the agency receives all funds to which it is entitled.

4. Petty cash funds should be held to a minimum in amount and number, established at fixed amounts and reimbursed on a revolving basis.

5. Unbudgeted, unusual expenditures and major budget transfers should be by action of the agency's governing body.

6. An agency should maintain sufficient bonding to cover all persons having fiscal responsibilities.

Safeguarding Assets, Personnel, and Participation:

1. Useful physical assets should be currently maintained in good condition.

2. Physical assets should be insured against common forms of loss.

3. The agency should be insured against liability losses.

4. The agency's insurance coverage should be periodically reviewed with professional advisors.

5. Contracts should be reviewed by the agency's legal counsel before execution.

Line Items In A Budget:

The budget of any Latch Key Child Development program will include the following line items:

1. Salaries and wages:

   a. administration
   b. secretary
   c. child care workers
   d. substitutes
   e. payroll taxes
   f. employee benefits

2. Space and Utilities:

   a. rent
   b. utilities
   c. maintenance of building and equipment
   d. telephone

3. Supplies and Materials

   a. office supplies and expenses including postage
   b. first aid supplies
   c. rental of office furniture and major equipment if program is federally funded
   d. recreation and classroom supplies
   e. food for children and staff

4. Professional fees:

   a. attorney and legal fees
   b. bookkeeping services
   c. auditing
   d. professional consultation

5. Travel and auto expense:

   a. mileage allowance for staff
   b. auto rental, maintenance and insurance

6. Conferences and staff training

7. Insurance on property, liability and accidents

A useful tool for developing a budget is the formula for establishing what the program is costing per child per day. To figure the formula, divide the number of children enrolled into the total cost and divide this total by the number of days the program is open.29

29. Principles and Standards in the Operation of Group and Recreational Services: Bay Area Welfare Planning Federation.

LATCH KEY BUDGET (SITE)

FISCAL YEAR_____

(Enrollment Based on 50)

I. EXPENSES:

A. Salaries:

1. Site Director		$ 14,000
2. Assistant Director		12,500
3. Site Staff		16,000
	TOTAL	$ 42,500
4. Fringe Benefits (20%)		8,400
	TOTAL EMPLOYEE EXPENSES	$ 50,900

B. Program:

1. Program Supplies		$ 2,235.00
2. Food Supplies		4,638.00
3. Travel		2,400.00
4. Leased Vehicles		3,600.00
5. Entrance Fees		700.00
6. Insurance		800.00
7. Staff Training		1,000.00
8. Rental		5,040.00
9. Misc. Expenses		1,000.00
	TOTAL	$21,413.00

C. Administrative Overhead (10%)		7,187.00
	GRAND TOTAL EXPENSES	$79,500.00

Latch Key Budget (Site) Continued

II. INCOME

Block System: (Fall)

Block I 7:00 a.m. - 10:00 a.m.
$12.50 x 25 participants x 40 weeks = $ 12,500

Block II 12:00 p.m. - 3:00 p.m.
$15.00 x 25 participants x 40 weeks = $ 15,000.00

Block III 3:00 p.m. - 6:00 p.m.
$15.00 x 50 participants x 40 weeks = $ 30,000.00
TOTAL $ 57,500.00

Summer:

$40.00 per week x 50 participants x
11 weeks = $ 22,000.00
GRAND TOTAL $ 79,500.00

Thanksgiving and Christmas Holiday schedules are based upon individual needs. Programs should cover minimum costs for operating on these days.

LATCH KEY BUDGET NARRATIVE

1.	SALARIES:	
	Site Director:	Position is responsible for all on-site operations. Top of salary range is $14,000.
	Assistant Director:	Position responsible for site operations in the absence of Director. Top salary range is $12,500.
	Site Staff:	Hourly personnel to provide adequate staff-to-child ratio in program operations, enhanced with various government contracts whenever possible.
2.	FRINGE BENEFITS:	Estimated at 20% of total salary. Includes FICA, SUI, Workman's Comp., and Health Insurance.
3.	PROGRAM SUPPLIES:	Include all supplies and program materials.
4.	FOOD SUPPLIES:	Computed at .30¢ per child per day, based on 265 operational days.
5.	TRAVEL:	Includes staff travel expenses at .20¢/mile, use of public transit for field trips and fees for metropolitan trips.
6.	LEASED VEHICLE:	Bus lease for summer or van as needed for field trips and shuttles.
7.	ENTRANCE FEES	Entrance fees for all program participants for all field trips.
8.	INSURANCE:	Estimated at $1.00 per child for program coverage throughout the year and additional trip insurance coverage as necessary.
9.	STAFF TRAINING:	Monthly staff training events. Also includes professional training experience for Directors.
10.	ADMINISTRATIVE OVERHEAD	Represents 10% of total program expense. Services include payroll, expense reporting, program development, personnel records and benefits. It includes program supervision and accountability as well as space and occupancy expense.
11.	RENTAL:	Site rental at public schools, at $425.00 per month.

PROGRAM EVALUATION

Definition of Evaluation: "The process of determining the value or amount of success in achieving a predetermined objective. It includes at least the following steps: formulation of the objective, identification of the proper criteria to be used in measuring success, determination and explanation of the degree of success, recommendations for further program activity."30

At any time a program may be required to justify its existence to prove that it is progressing toward the accomplishment of its stated goals. One method of furnishing "proof" of success is through evaluation. The future survival of a program often depends upon the results of evaluation.

The importance of evaluation is not limited to furnishing "proof". Evaluation is most valuable when it is an on-going process, leading to program improvement. It has the potential to benefit program operation in the following ways:

a. Determine the extent to which program activities are achieving the desired objectives. Measure the degree of progress toward ultimate goals and indicate level of attainment.

b. Point out specific strong and weak points of program operation and suggest changes and modifications of procedures and objectives. Increase effectiveness by maximizing strengths and minimizing weaknesses.

c. Examine efficiency and adequacy of program compared to other methods and total needs. Improve program procedures and increase scope.

d. Provide quality controls. Set standards of performance and check on their continuous attainment.

e. Help to clarify program objectives by requiring operational definition in terms of measurable criteria. Challenge the "taken-for-granted" assumptions underlying programs. Point out inconsistencies in objectives or activities.

f. Develop new procedures and suggest new approaches and programs for future programs.

g. Establish priorities in terms of best use of limited resources, funds, personnel and time.

h. Indicate degree of transferability of program to other areas and populations. Suggest necessary modifications to fit changing times and places.

30. "Glossary of Administrative Terms in Public Health," American Journal of Public Health, Vol. 50, February 1960, p.p. 225-226, cited by Edward A. Suchman, Evaluative Research. Principles and Practice in Public Service and Social Action Programs (New York: Russell Sage Foundation, 1974), P. 28.

i. Provide public accountability. Justify program to public. Increase public support for successful programs and decrease demand for unnecessary or unsuccessful ones.

j. Build morale of staff by involving them in evaluation of their efforts. Provide goals and standards against which to measure progress and achievement.

k. Develop a critical attitude among staff. Increase communication and information among program staff resulting in better coordination of services.

An evaluation plan should be an integral part of the structure of any new program. Two different types of evaluation for consideration are:

a. FORMATIVE EVALUATION - This type is conducted during the early program planning stages and while the program is in operation. It is concerned with the effectiveness of specific program components or personnel in meeting stated objectives. Usually, the components directly related to the most important objectives are evaluated first. This type provides information for deciding what changes, if any, are necessary for the successful future operation of the program. It is most often conducted by personnel within the program who may or may not seek outside consultation.

b. SUMMATIVE EVALUATION - This type occurs after the program has been in operation for a specific time period. It is concerned with the overall value of a program and with judging whether or not the original goals have been reached. The information it provides is generally used by people not connected with the program to make decisions relating to the continuation of a program, the addition of needed resources or the support of one program over another. Most often this type is performed by people who are not directly involved in program planning or operation.31

AN EVALUATION MODEL

The outline in this section is one example of how to construct an evaluation model.

This model is designed to provide information which can be used as a basis for decision-making about programs.

A. Specify Program Goals and Objectives:

1. Goals are statements which describe what the program intends to accomplish. For example, one goal might be: to improve the physical health of children in care. Goals cannot be evaluated directly since they describe only the general intentions of the program.

31. Edward A. Suchman, Evaluative Research. Principles and Practice in Public Service and Social Action Programs. (New York: Russell Sage Foundations, 1974), p. 141.

2. Objectives are manifestations of goals. They are standards which can be used to evaluate goals because they are measurable. They should be directly related to the goal and should include a description of the behavior related to the goal, how the behavior is to be measured and a criterion for successful attainment of the objective.

GOAL: to improve the physical health of children in care.

OBJECTIVE: 50% of the children will receive physical examinations and follow-up care within one year. 50% of the children will receive dental examinations and follow-up care within one year.

B. Determine the Design of the Evaluation:

The design is usually dictated by the criteria established for the attainment of objectives. The design may consist of studying a group of children, rather than the total population of the program, or it may consist of a comparison of two different groups. It is often necessary, at this stage of the evaluation process, to seek professional advice.

C. Select or Develop Data Gathering Instruments:

1. Data gathering instruments must be reliable and valid. A reliable instrument will provide the same results each time it is used. A valid instrument will accurately measure what it is intended to measure.

2. Data gathering instruments may include interviews, agency records, questionnaires, behavior records, observation techniques or tests which measure attitudes, skills, behavior or knowledge.

D. Collect Data:

Collecting data should not interfere with normal program operations. Staff members should be free of other responsibilities while collecting data and should thoroughly understand how to use the data gathering instruments.

E. Analyze Data:

There are numerous methods for analyzing data. The method used must summarize the data in the form specified by the objectives. Professional advice concerning this step may help in selecting the most appropriate method.

F. Determine Whether Criteria Have Been Met:

If the objectives have been established and the data gathered is directly related to these objectives, the process for drawing conclusions about a program will be simplified, since the criteria for success will have been established.

At this stage prioritizing objectives assists in judging the success of the total program. Ranking the objectives in terms of least completed to most completed is useful when making decisions which will alter the program.

G. Determine Course of Action:

In the final stage, decisions will be made concerning the future of the program based upon the conclusions of the evaluation. If the decision-makers determine that the program will be changed, it is essential to specify what components will occur. The evaluation process resumes after implementation of the changes.32

32. The Evaluation Model is taken from the following source: Nancy Koroloff, Quentin D. Clarkson, and Wayne F. Neuberger, Evaluation, Planned Change (Portland, Oregon: Program Evaluation Project, 1974), pp. 6-11.

EVALUATION CHECKLIST

The Physical Environment:

1. Can quiet and noisy activities go on without disturbing one another? Is there an appropriate place for each?

2. Is a variety of materials available on open shelves for the children to use when they are interested? Are materials on shelves well spaced for clarity?

3. Are materials stored in individual units so that children can use them alone without being forced to share with a group?

4. Are activity centers defined so that children know where to use the materials?

5. Are tables or rug areas provided for convenient use of materials in each activity center?

6. Is self-help encouraged by having materials in good condition and always stored in the same place?

7. Are cushioning materials used to cut down extraneous noise..rug under blocks, pads under knock-out bench?

8. Are set-up and clean-up simple? Are these expected parts of the child's activity?

9. Have learning opportunities been carefully planned in the outdoor area? Painting, crafts, block building, carpentry, gardening, pets, sand and water all lend themselves to learning experiences outdoors.

10. Is the children's work displayed attractively at the child's eye level?

11. Do the children feel in control of and responsible for the physical environment?

The Interpersonal Environment:

1. Is there a feeling of mutual respect between adults and children, children and children?

2. Is the physical environment enough under control so that the major part of the adult's time is spent in observation or participation with children?

3. Can children engage in activities without being disturbed or distracted by others?

4. Do adults observe children's activity and intervene only when it is beneficial to the child?

5. Do adults have "growth goals" for each child based on the needs they have observed in each child? Is individualized curriculum used to reach these goals?

Evaluation Checklist Cont.

6. Do children feel safe with one another?

7. Is competition avoided by arranging materials in individual units, limiting the number of children participating in an activity at one time, ensuring the fairness of turns by starting a waiting list on which the child can see his name keeping his place in line?

8. Do the adults show children how to help themselves? Are children encouraged to learn from one another?

9. Are there opportunities for children to play alone and to participate in a small or large group?

10. When limits are placed, do adults use reasoning and consistently follow through? Are limits enforced?

11. Are the adult models of constructive behavior and healthy attitudes?

12. Is there an overall warm interpersonal environment?

Activities To Stimulate Development:

1. Are there many opportunities for dramatic play: large housekeeping corner, small dollhouse, dress-up clothes for boys as well as girls?

2. Is there a variety of basic visual art media; painting, drawing, clay, salt-flour dough, wood glue, sculpture, fingerpaint, collage?

3. Is music a vital part of the program; records, group singing, instruments, dancing?

4. Is language stimulation varied; reading books, games with feel-boxes, flannel boards, stories, questions and answers, conversation, Lotto games, classification games? Are limits enforced through verbal control and reasoning?

5. Are there some opportunities to follow patterns or achieve a predetermined goal; puzzles, design blocks, dominos, marching games?

6. Do children do things like cooking, planting seeds, caring for animals?

7. Are field trips planned to give experience with the world around us? Is there adequate preparation and follow-up after trips?

8. Are there repeated opportunities for children to use similar materials? Are materials available in a graded sequence so that children develop skills gradually?

9. Are children involved in suggesting and planning activities? How is free choice built into the program?

10. Are new activities developed by teachers as they are suggested by the interests of the individual children?

11. Is the range of activities varied enough to present a truly divergent curriculum? Are there opportunities for learning through exploration, guided discovery, problem solving, repetition, intuition, imitation, etc? Is there provision for children to learn through their senses as well as verbally?

Schedule:

1. Is the time sequence of the school day clear to both teachers and children?

2. Has the schedule been designed to suit the physical plant and particular group of children in the school?

3. Are long periods of time scheduled to permit free choice of activities and companions?

4. Are other groupings provided for in the schedule, e.g., small group activities, one to one adult-child contacts, larger group meetings, etc?

5. Is the schedule periodically re-evaluated and modified? Are changes in schedule and the reasons for these changes made clear to both staff and children?33

33. Fred E. Stickney, Where Do The Children Play? (Portland, Oregon 1976), P.P. 87-89

THE STEPS OF MARKETING RESEARCH

A research must be conducted in an orderly, impartial way, never to "prove" something but rather to find out something. A research usually involves the following basic steps:

A. Defining the Problem - Just what is it that we want to know? Is there a need for a Latch Key Program in this area? What are my competitors doing?

B. Gathering Existing Data - See what data are immediately available on before and after school programs.

C. Securing New Data - Now move ahead to those questions, attitudes and needs affecting the Latch Key Program.

- Establishing a Research Design

a. Planning the questionnaire - In preparing a questionnaire, it is important to have clearly in mind the information you are trying to learn and to include only questions that will gather facts towards this objective.

b. The questionnaire for a mail survey should be reasonably short and must be clear to the person interviewed. They must have the same meaning to everyone. A questionnaire that can be checked off is better than one that must be filled in.

D. Drawing the conclusion - Do we need to implement a Latch Key Program in this community? This is the fact-finding mission.

MEDIA

On a more overt level, Latch Key Day Care Programs can advertise through most standard media.

The use of television, radio, posters, flyers and brochures, newspapers, magazines, speeches and information booths are standard in publicising the child development program.

Quite often, advertising can be obtained free of charge if the program is a non-profit program. The media will give time and space as a public service.

PUBLIC RELATIONS

Public Relations includes everything that Latch Key staff do, or fail to do, which has any effect on public attitudes and the public's impression. This can include the kind and quality of both programs and personal services rendered; the publicity given to our activities, the appearance of the Latch Key room, equipment, the appearances, attitude and actions of staff (on and off the job) and the fairness, honesty and consistency of providing high quality child development services.

Many Latch Key Directors are very much aware of the importance of good public relations. They know that public opinion has a lot to do with:

- Obtaining public schools agreement to use their facility.
- Letters of support from school personnel, the principal, faculty and custodians.
- Consumers support from the parents that are participating in the Latch Key program.
- Parents councils and parents committees.

Latch Key Staff should see to it that the following general principles are followed for good public relations:

- Show genuine interest: Staff must show genuine interest in the parent's concerns.
- Furnish quality information: Information should be clear, complete and accurate. Do not "pass the buck". If you do not know the answer, you should find out or direct the parent to the person who can answer the concern.
- Pronounce words clearly: Staff who speak frequently to the public should be trained to speak clearly. Their words should be carefully chosen so as to avoid any possible offenses. Conversations should be businesslike, friendly and efficient.
- Politeness and courtesy count
- Appearance is important: Dress should be appropriate to the nature of work performed.
- Casual contacts: The staff who critizes Latch Key programs, who gripes about employment conditions or who spreads stories of inefficiency can do much harm to the program. Staff need to set good examples themselves.
- Telephone courtesy: Each staff should be trained in telephone courtesy. See that the staff answer the telephone correctly and pleasantly.

LATCHKEY
YMCA

Latch Key is a Co-ed Child Development Program designed to meet the needs of working parents.

SITES:

Grass Valley
Chabot School
Crocker Highlands
Fruitvale School
Kaiser School
Howard School
Joaquin Miller
John Marshall
Lakeview School
Montclair School
Peralta Year Round School
St. Paschal's School

WE OFFER:

Environmental Awareness
Non-Competitive Games
Creative Learning thru Play
Excursions
Arts and Crafts
Nutritional Snack
Modern and Jazz Dance
Perceptual Motor Development

FEES:

Tuition Schedule	Amount Per Month
Morning 7-10	$54.00
Kindergarten 12-3	$75.00
Afternoon 2-6	$80.00

Fall Session
September 8 to June 10, 1981
Time: 7:00 am to 6:00 pm

Contact
Joyce Dyer Brown . 451-5711
and
Equoya Thomas, Director

RESOURCES

Chapter VIII

Amazing Life Games Co. GOOD CENTS, EVERY KID'S GUIDE TO MAKING MONEY. Boston: Houghton Mifflin Co., 1974.

American Humane Association (The). GUIDELINES FOR SCHOOLS TO HELP PROTECT NEGLECTED AND ABUSED CHILDREN, Denver, Colorado: The American Humane Association Children's Division, 1971.

Ashton-Warner, Sylvia. TEACHER. New York: Simon and Schuster, 1963.

Baker, Samm S. THE INDOOR AND OUTDOOR GROW-IT BOOK. New York: Random House, 1966.

Barron, F., CREATIVITY AND PERSONAL FREEDOM. New York: Van Nostrand. 1968.

Becker, Wesley C. PARENTS ARE TEACHERS, A CHILD MANAGEMENT PROGRAM. Champaign, Illinois: Research Press, 1971.

Blackman, G.J. and A. Silvermann. MODIFICATION OF CHILD BEHAVIOR. Belmont, California: Wadsworth, 1971.

Blake, William. LEAD-UP GAMES TO TEAM SPORTS. Inglewood Cliffs, New Jersey: Prentice Hall, Inc., 1964.

Blance, Ellen; Ann Cook; Mack Herby. COOKING IN THE OPEN CLASSROOM. Community Resources Institute, 270 W. Ninety Sixth St., New York, New York. READING IN THE OPEN CLASSROOM, Community Resources Institute, New York.

Boardman, H., et. al., THE NEGLECTED BATTERED-CHILD SYNDROME, New York: Child Welfare League of America, Inc., 1979.

Buckley, N.K. and H.M. Walker. MODIFYING CLASSROOM BEHAVIOR. Champaign, Illinois: Research Press, 1970.

Carmichael, Viola S.,SCIENCE EXPERIMENTS FOR YOUNG CHILDREN. Los Angeles: Southern California Association for the Education of Young Children, 1969.

Carter, Joel W. HOW TO MAKE ATHLETIC EQUIPMENT. New York: Ronald Press, 1960.

Cobb, Vicki. SCIENCE EXPERIMENTS YOU CAN EAT. New York: J.B. Lippincott Co., 1972.

Cohen, Dorothy H. and Virginia Stern. OBSERVING AND RECORDING THE BEHAVIOR OF YOUNG CHILDREN. New York: Teacher's College Press, Columbia University, 1969.

Croft, Karen B. THE GOOD FOR ME COOKBOOK. San Francisco: R. and E. Research Associates, 1971.

Crosscup, Richard. CHILDREN AND DRAMATICS. New York: Charles Scribner's and Sons, 1966.

Dauer, Victor. DYNAMICS OF PHYSICAL EDUCATION FOR ELEMENTARY SCHOOL CHILDREN. Minneapolis: Burgess Publishing Co., 1971.

Dean, Bill. BILL DEAN'S BOOK OF BALSA WOOD MODELS. New York: Arco Publishing Co., Inc., 1970.

Dean, Joan. ROOM TO LEARN: WORKING SPACE, LANGUAGE AREAS AND A PLACE TO PAINT. New York: Citation Press, 1974.

Dodson, Fitzhugh. HOW TO FATHER. Los Angeles: Nash Publishing, 1974.

Dreikurs, Rudolf and Pearl Cassel·DISCIPLINE WITHOUT TEARS. Revised Edition. New York: Hawthorn Books, Inc., 1972 - et. al. MAINTAINING SANITY IN THE CLASS-ROOM: ILLUSTRATED TEACHING TECHNIQUES. New York: Harper and Row, 1971.

Dumont, Matthew. "DOWN THE BUREAUCRACY," TRANSITION, Vol. 7, No. 12. 1970.

Duvall, Carol·WANNA MAKE SOMETHING OUT OF IT: HOW TO TURN HOUSEHOLD JUNK INTO BEAUTIFUL HANDICRAFTS. Los Angeles: Nash Publishing, 1972.

Enthoven, Jacqueline. STITCHERY FOR CHILDREN. New York: Van Nostrand, Reinhold Co., 1968.

Erickson, Erik. CHILDHOOD AND SOCIETY. New York: W.W. Norton and Co., 1963.

Evans, Doug. "OH CHUTE." Raven Industries, Applied Technology Division. P.O. Box 1007, Sioux Falls, S.D. (Contains ideas for use with parachutes.)

FARALLONES SCRAPBOOK: MAKING PLACES, CHANGING SPACES IN SCHOOLS, AT HOME AND WITHIN OURSELVES. Farallones Designs. New York: Random House, 1971.

Feeney, S. & Christensen, D., WHO AM I IN THE LIVES OF CHILDREN?, Columbus, Ohio: Charles E. Merrill. 1979.

Flavell, J. THE DEVELOPMENTAL PSYCHOLOGY OF JEAN PIAGET. Princeton, New Jersey: Van Nostrand, Co., 1963.

Fletcher, Helen J. THE BIG BOOK OF THINGS TO DO AND MAKE. New York: Random House, 1961.

Furth, Hans G., PIAGET AND KNOWLEDGE. New Jersey: Prentice-Hall, Inc. 1969.

Gaitskell, Charles and Al Hurwitz. CHILDREN AND THEIR ART. New York: Harcourt, Brace and World, 1970.

Gelfand, D.M.,(Ed.) SOCIAL LEARNING IN CHILDHOOD. Belmont, California: Brooks/ Cole, 1969.

Gesell, A., CHILD BEHAVIOR: A REALISTIC PARENTS' GUIDE TO CHILDREN'S BEHAVIOR FROM BIRTH TO TEN. New York: Dell Publishing Co., Inc. 1955.

Bibliography Cont.

Ginnott, H.G. BETWEEN PARENT AND CHILD. New York: McMillan, 1969.

Goldberg, Lazer. CHILDREN AND SCIENCE. New York: Charles Scribner's and Sons, 1970.

Gordon, Thomas P.E.T. PARENT EFFECTIVENESS TRAINING. New York: Peter H. Wyden, Inc., 1970.

Haley, Jay STRATEGIES IN PSYCHOTHERAPY. New York: Grune and Stratton, 1963-UNCOMMON THERAPY, New York: Norton, 1973.

Harrison-Ross, Phyllis and Barbara Wyden. THE BLACK CHILD, A PARENT'S GUIDE. New York: Berkeley Medallion Books, 1974.

Heinig, Ruth B. and Lyda Stillwell. CREATIVE DRAMATICS FOR THE CLASSROOM TEACHER. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974.

Holt, John. HOW CHILDREN FAIL. New York: Pittman Publishing Co., 1964. HOW CHILDREN LEARN. New York: Pittman Publishing Co., 1967.

Hunter, Madeline and Paul V. Carlson. IMPROVING YOUR CHILD'S BEHAVIOR. Bowman, 1971.

Irwin, Theodore. TO COMBAT CHILD ABUSE AND NEGLECT. New York: Public Affairs Pamphlet No. 508, 1979.

Kampmann, Lothar. THE CHILDREN'S BOOK OF PAINTING. New York: Van Nostrand Reinhold Co., 1972.

Kellog, Rhoda. ANALYZING CHILDREN'S ART. Palo Alto: National Press Books. 1975.

Kirchner, Glen. PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL. Dubuque, Iowa: William C. Brown Co., 1968.

Kritchevsky, Sybil and Elizabeth Prescott. PLANNING ENVIRONMENTS OF YOUNG CHILDREN. Washington, D.C.: National Association for Education of Young Children.

Lederman, Alfred and Alfred Trachecl. CREATIVE PLAYGROUNDS AND RECREATION CENTERS. New York: Frederick A. Praeger, Inc., 1967.

Lidz, Theodore. THE PERSON. HIS DEVELOPMENT THROUGHOUT THE LIFE CYCLE. New York: Basic Books, Inc., 1968.

Lindstrom, Miriam. CHILDREN'S ART. Berkeley, California: University of California Press.

Mahler, Margaret. THE PSYCHOLOGICAL BIRTH OF THE HUMAN INFANT. New York: Basic Books, 1975.

Maier, Henry W. THREE THEORIES OF CHILD DEVELOPMENT. New York: Harper and Row, 1965.

Bibliography Cont.

Mann, Philip. COMMUNITY PSYCHOLOGY: CONCEPTS AND APPLICATIONS. New York: The Free Press, 1978.

Mead, George Herbert. ON SOCIAL PSYCHOLOGY. Chicago: Phoenix Books, 1956.

Minuchin, S., FAMILIES AND FAMILY THERAPY. Cambridge, Mass: Harvard University Press, 1974.

Mishler, E., & Waxler, N., INTERACTION IN FAMILIES. New York: John Wiley and Sons, 1968.

Murphy, L. & Moriarty, A., VULNERABILITY, COPING AND GROWTH. New Haven: Yale University Press, 1976.

Osmon, Fred L. PATTERNS FOR DESIGNING CHILDREN'S CENTERS. New York: Educational Facilities Laboratories, Inc., 1972.

Patterson, Gerald R. and Elizabeth Gullion, LIVING WITH CHILDREN, NEW METHODS FOR PARENTS AND TEACHERS. Champaign, Illinois., Research Press., 1971.

Piaget, J. and Inhelder, B., THE PSYCHOLOGY OF THE CHILD. New York: Basic Books, Inc., 1969.

Piaget, Jean. PLAY, DREAMS AND IMITATION IN CHILDHOOD. New York: W.W. Norton & Co., Inc., 1962.

Reich, Hanns. (ED.). CHILDREN AND THEIR FATHERS AND CHILDREN AND THEIR MOTHERS. New York: Hill and Wang, 1962 and 1964.

Rogers, C., & Stevens, B., PERSON TO PERSON: THE PROBLEM OF BEING HUMAN. New York: Simon & Schuster, Inc., 1976.

Rojas-Lombardi, Felipe. THE A TO Z NO-COOKBOOK. New York: R.L. Creations, Inc., 1972.

Schaffer, A. & R., A STUDY OF COMMUNITY DECISION MAKING, North Carolina: University of North Carolina Press, 1970.

Schulberg, H., et. al., PROGRAM EVALUATION AND THE HEALTH FIELD. New York: Behavioral Publications, 1970.

Sheehy, Emma D., CHILDREN DISCOVER MUSIC AND DANCE. New York: Teacher's College Press, 1968.

Shinn, Ronald (ED.) CULTURE AND SCHOOL: SOCIO-CULTURAL SIGNIFICANCES. San Francisco: International Textbook Co., 1972.

Smith, Judith M. and Donald E., CHILD MANAGEMENT: A PROGRAM FOR PARENTS. Ann Arbor, Michigan: Ann Arbor Publishers, 1966.

Spiegel, Don and P.K., (eds.), OUTSIDERS USA: ORIGINAL ESSAYS ON 24 OUTGROUPS IN AMERICAN SOCIETY. Appendix: Representative Organizations.

Staples, Robert. THE BLACK CHILD. New York: Berkeley Madallion.

Stickney, Fred E. WHERE DO THE CHILDREN PLAY. Portland, Oregon, 1976.

Bibliography Cont.

Strauss, B. & Stowe, M., HOW TO GET THINGS CHANGED: A HANDBOOK FOR TACKLING COMMUNITY PROBLEMS. New York: Doubleday, 1974.

UNESCO, 700 SCIENCE EXPERIMENTS FOR EVERYONE. New York: Doubleday and Co., Inc., 1958.

VOGEL, Albert, et. al. (Ed.) FOUNDATIONS OF EDUCATION: A SOCIAL VIEW. Albuquerque: University of New Mexico Press, 1970.

Warner, Diane and Jeanne Quill. BEAUTIFUL JUNK. Washington, D.C.,: National Association for Education of Young Children.

Wayne, William. 200 PLUS ART IDEAS FOR TEACHERS. Yorkville, Illinois: Art Ideas, 1972.

Weinrich, W.W., A PRIMER OF BEHAVIOR MODIFICATION. Belmont, California: Brooks/Cole Publishing Co., 1970.

Wensberg, Katherine. EXPERIENCES WITH LIVING THINGS: AN INTRODUCTION TO ECOLOGY FOR 5 TO 8 YEAR OLDS. Boston: Beacon Press, 1966.

Wheelis, A., HOW PEOPLE CHANGE. New York: Harper & Row, 1973.

Wing-Sue, Derald, "UNDERSTANDING ASIAN-AMERICANS," PERSONNEL AND GUIDANCE JOURNAL, Vol. 51, No. 6, February, 1973.

Wurman, Richard S. (Ed.) YELLOW PAGES OF LEARNING RESOURCES. Aspen, Colorado: Semline, Inc., 1972.